

AVBC Accreditation Standards for Veterinary Programs

VERSION 2

Effective January 2026

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Introduction

Accreditation is a quality assurance and enhancement process which ensures that the graduates of accredited programs meet the contemporary standards expected of the veterinary profession. The Australian and New Zealand higher education sectors offer world class veterinary programs that operate within legislation and quality enhancement systems. Professional accreditation augments these safeguards by focusing on issues relevant to the veterinary profession, to protect animals and the community.

The purpose of this Accreditation Standards document is to describe the framework for the accreditation processes for veterinary schools accredited by the Australasian Veterinary Boards Council (AVBC). The AVBC appoints a standing committee, the Veterinary Schools Accreditation Advisory Committee (VSAAC) which advises on process, plans and conducts on-site inspections of veterinary schools.

Guidance in preparation of these documents has been taken from the following: The Royal College of Veterinary Surgeons (RCVS), American Veterinary Medical Association (AVMA), European Association of Establishments for Veterinary Education (EAEEVE), accreditation processes used to evaluate dental, medical, pharmacy and optometry schools in Australia and from the Competency Based Veterinary Education (CBVE) project of the American Association of Veterinary Medical Colleges (AAVMC) and these are acknowledged as sources¹.

AVBC Accreditation Standards 2024

The standards by which veterinary programs in Australia, New Zealand and other universities are accredited by the AVBC are reviewed and refined continuously. In 2021, the AVBC embarked on a comprehensive revision of the standards to accommodate contemporary educational approaches. A Standards Review Task Group was constituted in December 2021 and the writing of new standards began early in 2022. This review process has coincided with the release in November 2021 of updated Standards and Guidance for the Accreditation of Veterinary Degree Programmes by the Royal College of Veterinary Surgeons (RCVS), due to be implemented in 2023. The new accreditation standards replaced the previous AVBC Accreditation Standards (Version 9, August 2021) and came into effect from 1 January 2024.

The new AVBC Accreditation Standards (Version 1, 2024) were developed for use in conjunction with the revised and updated AVBC Accreditation Methodology (Version 1, 2024) and with the new AVBC Day One Competencies (Version 1, 2024) and replace previous versions. Supporting materials, resources and training were available prior to commencement of the new Standards, Methodology and Competencies in January 2024. This version (2026) incorporates wording and contextual improvements resulting from a review in 2025.

What changes have been introduced in the AVBC Standards 2024?

Based on the principles and practices of accreditation of the AVBC, acknowledged sources and wider consideration of evidence related to effective professional education, the standards are arranged in four **Domains**. The standards are intended to encourage innovation, collaboration and evolution of veterinary education programs, while assuring the quality and adequate resourcing of veterinary programs.

To this end these contain:

- A shift from focus on inputs (procedures, policies, specific metrics and ratios) to a greater focus on evaluation of evidence for outcomes, particularly those underpinning graduate **Day One Competencies** (D1Cs) and successful transition to the professional workplace.

¹ <https://www.rcvs.org.uk/home/>; <https://www.avma.org/>; <https://www.eaeeve.org/>; <https://adc.org.au/>; <https://www.ocanz.org/>; <https://www.pharmacycouncil.org.au/>; <https://www.aavmc.org/programs/cbve/>

- A shift towards risk-based evaluation and decisions, to be supported by evidence which Veterinary Education Establishments (VEEs) provide to demonstrate that they have met accreditation standards. Evidence will be stored in an online repository maintained by AVBC. VEEs will receive guidance and clarity on the evidence required. The use of documents, videos or data prepared for other quality enhancement activities will be encouraged.
- A requirement to assess data which demonstrate the adequacy of the student experience. The level of student case responsibility and supervision during clinical training will remain a focus and the VEE will need to provide evidence that student: staff ratios in practical and clinical learning settings are sufficient and appropriate for safety and for high quality outcomes.
- A move to better define clinical education provided by work-integrated learning (WIL) within the various models available to deliver practical experiential learning, thereby allowing VEEs greater freedom to implement different models of clinical education. There is a parallel increase in expectations for effective VEE oversight and quality enhancement (QE) of clinical instruction and student experience for WIL programs.
- A requirement that 70% of clinical education focuses on clinical presentations and conditions commonly seen in general practice; and that D1Cs are relevant to common conditions presenting to veterinarians. D1Cs are the minimum level of competencies expected of a veterinary graduate.
- A requirement for veterinary programs to meet the Australian or New Zealand Qualifications Framework or equivalent at Level 7 or above.
- Confirmation of the importance of scientific and research skills in the veterinary program, including underpinning knowledge of biology and scientific method, skills in numeracy, critical thinking, problem solving, information literacy, research, scientific writing, and its application to evidencebased veterinary science.
- A requirement for training, experience and ongoing professional development in educational methodologies for all people with responsibility for program design, delivery and assessment, to a level proportionate to their responsibility for teaching and assessment.
- A requirement for all matters and information related to the accreditation process to be in English. A language of instruction other than English is not, however, a barrier to accreditation.
- A requirement for a locally registered veterinarian to be responsible as the Dean or Leader of the VEE and for a locally registered veterinarian to have oversight of all clinical services and clinical education programs.
- Greater emphasis on safe, supportive learning cultures that enable and promote inclusivity, equity, diversity, and student and staff self-care.
- Inclusion of environmental sustainability as a goal for veterinary clinical practice and veterinary program delivery.

What is the AVBC?

The Australasian Veterinary Boards Council (AVBC) is an incorporated association comprising representatives from participating Australian state and territory Veterinary Boards and the Veterinary Council of New Zealand (voting members), and the Australian and New Zealand Veterinary Associations (non-voting members). The purpose of the AVBC is to ensure that the standards of veterinary education, training and assessment to protect the public and animal welfare in ANZ. A core function of the AVBC includes assuring and promoting high educational standards through accreditation of VEEs.

On behalf of its member veterinary statutory bodies (VSBs), the AVBC oversees the accreditation of all veterinary programs which lead to a degree that allows graduates to register as a veterinarian in Australia or New Zealand. In Australia and New Zealand, the accreditation system is managed by the Veterinary Schools Accreditation Advisory Committee (VSAAC) which reports and makes recommendations to the AVBC.

Through the accreditation process, the AVBC encourages continuous improvement in the quality of veterinary education and fosters innovation and collaboration. The accreditation process utilises expert peer review to judge against published standards based on evidence provided by VEEs. The AVBC strives to ensure these processes are fair, transparent, consistent, reliable and valid, subject to rigorous quality assurance and responsive to stakeholder feedback.

The AVBC has agreements with the Royal College of Veterinary Surgeons (RCVS), the South African Veterinary Council (SAVC) and the Veterinary Council of Ireland (VCI), for recognition of veterinary graduates from Australia, New Zealand, the United Kingdom and South Africa. The AVBC contributes to the International Accreditors Working Group (IAWG) with the RCVS, the American Veterinary Medical Association Council on Education (AVMA COE), the European Association of Establishments for Veterinary Education (EAEEVE), SAVC and the World Organization for Animal Health (founded as OIE) to promote harmonisation, consistency and efficiency in the accreditation of VEEs internationally.

What is the purpose of accreditation?

Graduates of AVBC-accredited veterinary professional programs must achieve competence for entry level veterinary practice because they are eligible for registration in Australia and New Zealand without further examination. Graduates are prepared for diverse professional careers.

Accreditation of veterinary degree programs is undertaken by the AVBC to:

- Ensure professional competence and acceptable professional standards are achieved by veterinary graduates.
- Ensure students receive a sound education and that VEEs are sufficiently resourced to sustain a high standard of veterinary education and veterinary graduate competence.
- Meet legislative requirements.
- Promote the welfare of animals.
- Protect the public interest and assure the public that accredited programs provide high quality veterinary education.
- Protect public health and national and international trade requirements by ensuring the skills and expertise of veterinarians joining the profession.
- Ensure global recognition of Australasian veterinary graduates. The AVBC accreditation processes and international partnerships ensure that veterinary education and graduates in Australia and New Zealand continue to be recognised for achieving the highest global standards and enable maintenance of Mutual Recognition Agreements (MRAs) with the RCVS, SAVC and VCI.

What is the AVBC context for accreditation and veterinary education?

The AVBC makes recommendations to the member VSBs in Australia and New Zealand regarding the suitability of graduates of veterinary degree programs for registration as veterinarians.

Since graduates are eligible for registration without further examination, accreditation must ensure that degree programs prepare graduates for veterinary professional practice with a focus on conditions and species common in Australia and New Zealand, and on major global animal health risks.

The veterinary profession should both reflect and serve diverse groups within society. Providers of veterinary education value and encourage the participation of people from diverse communities. The accreditation process in Australia and New Zealand supports increasing participation in veterinary degree programs by students from under-represented groups.

The incorporation of cultural knowledge of indigenous communities relevant to veterinary practice and participation of indigenous students and staff is explicitly recognised as important for veterinary education in Australia and New Zealand.

The AVBC recognises and responds to ongoing changes in veterinary care and professional education, stakeholder feedback and advances in quality enhancement and accreditation processes. The accreditation processes, standards and policies are themselves subject to ongoing quality enhancement and review, including regular input from stakeholders.

AVBC accreditation processes utilise a combination of input-based and process-based approaches, with increasing emphasis on outcomes-based, quality enhancement-focused and risk-based approaches. The standards can be met by a variety of models of veterinary education. Substantial changes to curriculum, arrangements for clinical WIL or student intake are discussed with the Chair(s) who may refer the matter to the AVBC Council.

Veterinary education

There are diverse veterinary education models and learning designs, and there has been recent rapid growth in the variety of uses of education technologies, simulations, online learning and partnerships for education and clinical training.

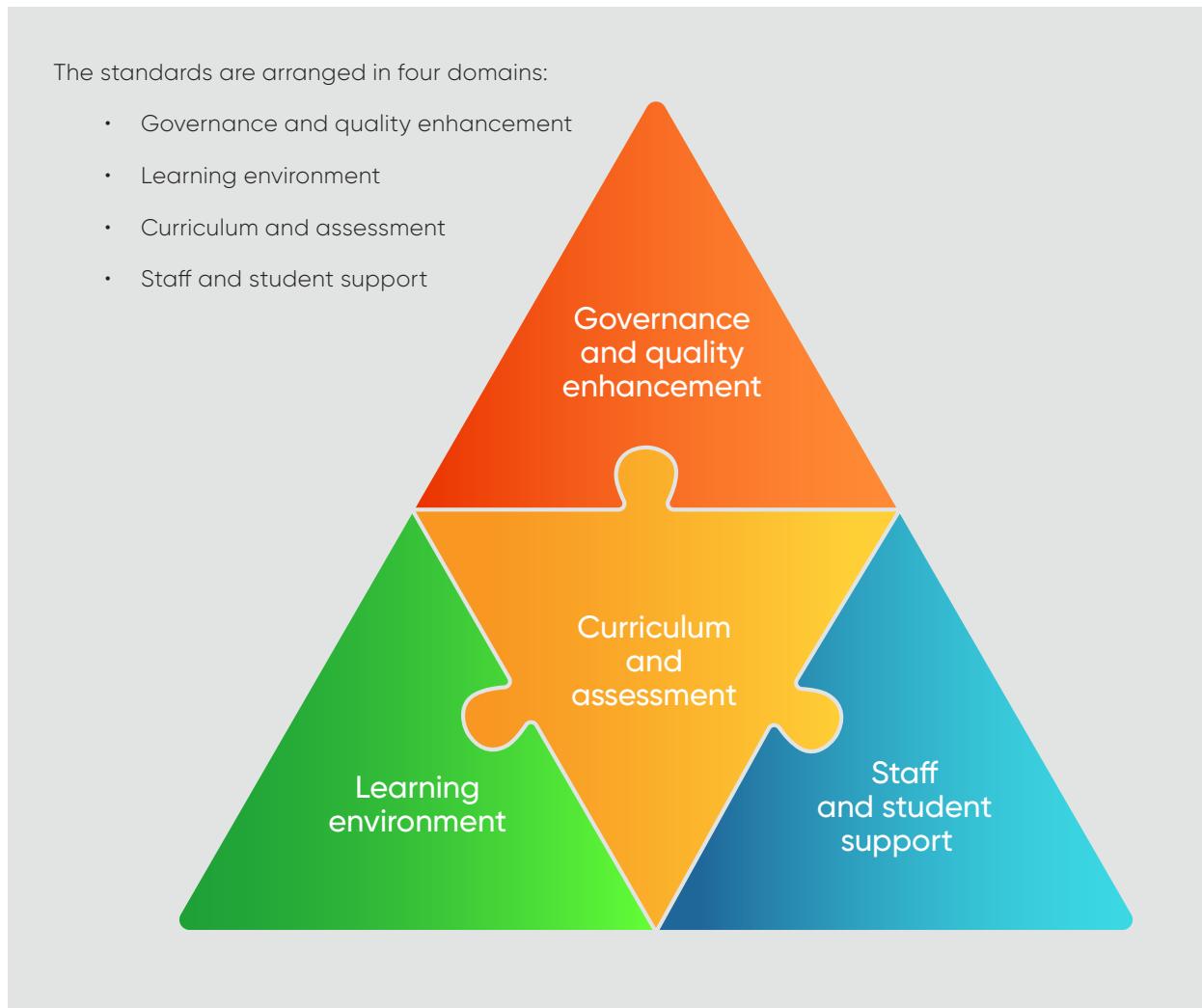
Simulations play an increasing role in skills training, and support the 'reduction, refinement and replacement' of the use of animals for teaching. Students need to practice skills that are aversive or invasive on simulations and models first, before using animals, and demonstrate sufficient proficiency before performing procedures on client's animals where the procedure entails more than minor risk.

Work-integrated learning (WIL) in authentic workplaces prepares students for veterinary roles after graduation. Animal industry and practice-based WIL on livestock farming properties and in clinical practices that are not staffed or controlled by the VEE are experiential components of the veterinary program. Such extramural WIL experiences complement WIL completed under the direct supervision of VEE teaching staff (in VEE teaching hospitals and clinics or in VEE-controlled or contracted practices). The responsibility for teaching and assessment of D1Cs remains with the VEE-controlled or VEE-contracted clinical teaching sites.

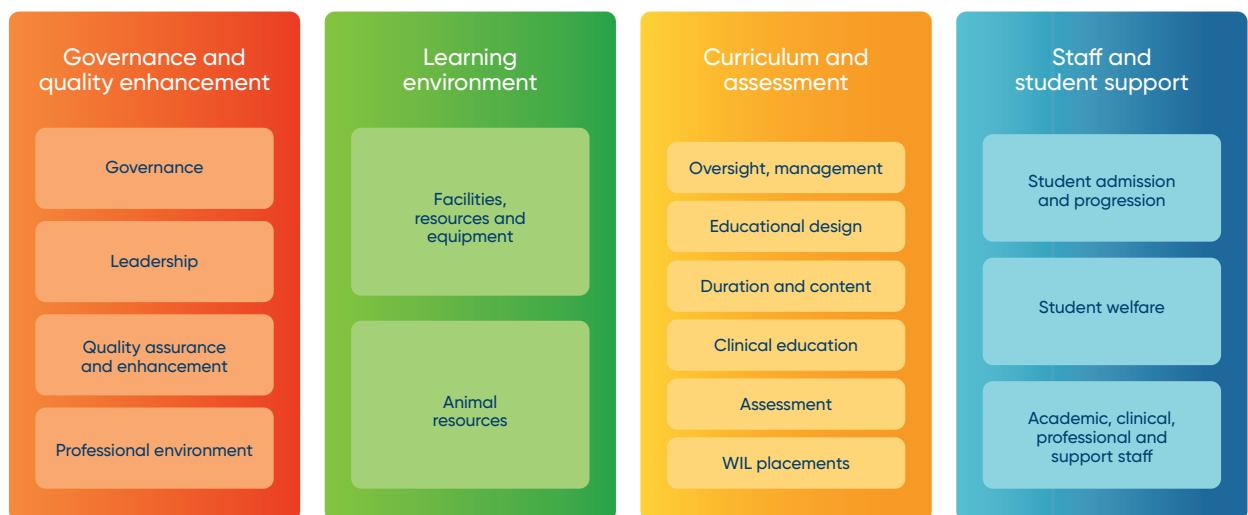
The development of students' professional identity and confidence is facilitated through supervised practice and constructive feedback on performance in authentic veterinary workplace settings. There is strong evidence that supportive, collegial environments, inclusive workplace culture, positive role modelling and mentoring prepare students for a successful transition to their professional responsibilities as a veterinarian.

Veterinary program providers are expected to hold students and staff to high levels of ethical and professional conduct, to promote a culturally safe environment and act to ensure that the "hidden" or unintended curriculum does not undermine the program's intended outcomes.

Structure of the standards



In turn, the domains each have themes contained within them:



Domain: Governance and Quality Enhancement

1. Governance

- 1.1 The VEE is part of a nationally accredited institute of higher education and has the autonomy and accountability required to ensure the quality of the veterinary program.
- 1.2 The VEE has a mission statement that expresses its values and purposes, including its goals for the veterinary program. The mission statement is followed and reflected in the practices of the VEE.
- 1.3 The VEE demonstrates effective strategic and operational planning and achieves its goals in a timely manner. Strategic and operational plans are linked to the stated mission of the VEE.
- 1.4 Finances are sufficient to sustain the education programs and operation of the VEE and are assured for the duration of current cohorts of students. Financial plans are reviewed regularly and updated to ensure they are sufficient in relation to strategic and operational plans.
- 1.5 The VEE has effective governance and management structures and processes which support achievement of its mission. There are clear lines of responsibility for management, resourcing and delivery of the veterinary program. Staff contribute to decision-making in the VEE.
- 1.6 Students are represented on all relevant committees of the VEE.
- 1.7 The VEE has systems in place to identify, monitor and promptly address risks to, and concerns about, any aspect of the veterinary program.
- 1.8 Access to external clinical and other teaching facilities used for VEE-controlled or contracted teaching activities, and the quality of education at these sites, are assured via formal agreements. The VEE annually reviews these sites and remediates where necessary.
- 1.9 Sites used for student placements have documented agreements with the VEE, which specify learning outcomes and include arrangements for student insurance and workplace safety. The VEE ensures that the learning environment is safe, supportive and suitable to the needs of each student.

2. Leadership

- 2.1 The head of the VEE is a locally registered veterinarian who has expertise in academic affairs, leadership and the veterinary profession. The head is able to obtain and direct resources required for sustainable delivery of the veterinary program.
- 2.2 The person(s) responsible for the professional, ethical and academic conduct of the clinical operations in which VEE-controlled or contracted clinical teaching occur and the person(s) with oversight of clinical teaching is/are locally registered veterinarian(s).

3. Quality assurance and enhancement

- 3.1 Quality enhancement processes are systematically and routinely applied across all accreditation standards and all aspects of the veterinary program. Processes include internal and external data collection, review and analysis.
- 3.2 The VEE has a system in place to gather outcomes data on recent graduates to ensure the DICs and learning outcomes of the program result in relevant entry-level competency.
- 3.3 Internal and external stakeholders contribute to review processes relating to quality enhancement. Outcomes of review processes are communicated to relevant stakeholders.

4. Professional environment

- 4.1 The VEE actively promotes and maintains a learning and workplace culture that is collegial, equitable, inclusive, free of discrimination, and that reflects wider societal expectations. The VEE investigates and learns from mistakes and takes action to address concerns.
- 4.2 The VEE holds staff to high levels of ethical and professional conduct.
- 4.3 Students are made aware of the high standards of professional conduct expected of veterinarians and are held accountable to these standards while enrolled in the VEE.
- 4.4 The VEE and its staff demonstrate responsible and environmentally sustainable practice and use of resources.
- 4.5 The VEE provides a mechanism for students and staff, anonymously if they wish, to offer suggestions, comments, complaints, wants and needs. This includes compliance with AVBC standards for accreditation, or any other matter. The VEE considers and responds to their feedback and requests in a timely manner.

Domain: Learning Environment

5. Facilities, resources and equipment

- 5.1 All aspects of the VEE-owned, VEE-controlled and/or VEE-contracted facilities, infrastructure, physical and digital resources used in the program provide an environment conducive to learning.
- 5.2 Learning spaces in all VEE-owned, VEE-controlled, and/or VEE-contracted sites are adequate in number and size for the cohort, accessible (including disability access), fit for purpose (including dedicated student spaces in clinical learning facilities) and appropriately equipped (including internet access).
- 5.3 Learning spaces (including those in VEE-owned, VEE-controlled and VEE-contracted sites) provide a safe, clean and well-maintained environment, are monitored for hazards, and comply with relevant jurisdictional legislation.
- 5.4 The VEE has a schedule and resources which are used to monitor, maintain, service and upgrade the buildings and equipment required for the veterinary program.
- 5.5 All clinical learning facilities (i.e., those controlled or contracted by the VEE; on- or off-campus) provide standards of veterinary care appropriate to the clinical setting and an effective learning environment (which includes dedicated student spaces and internet access).
- 5.6 Appropriate isolation facilities are available (or can be supplied when needed) at all sites where VEE-owned, VEE-controlled or VEE-contracted clinical education is delivered. Such facilities meet requirements for isolation and containment of animals with communicable diseases.
- 5.7 Students have access to a broad range and sufficient standard of teaching, diagnostic and therapeutic facilities and equipment; including pharmacy, dentistry, diagnostic imaging, anaesthesia, clinical and anatomical pathology, intensive/critical care, surgeries, treatment facilities, ambulatory services and necropsy facilities for the main domestic animal species.
- 5.8 The VEE provides students with timely access to a broad range of materials, models, simulations and equipment for the development of students' procedural and technical skills.
- 5.9 Students and educators have timely access to literature and information resources relevant to the program. Specialised expertise is available to support students and educators in developing the skills for effective retrieval and evaluation of information.

5.10 Facilities, resources and equipment are available for staff and students to undertake research activities that address societal needs and in alignment with the VEE's research strategy.

6. Animal resources

- 6.1 The VEE provides, or has access to, sufficient numbers of normal and diseased animals of the main domestic species to ensure the necessary quantity and quality of clinical instruction. Cadavers of the main domestic species are provided for instruction in post-mortem examination. Instruction includes clinical experience with individual animals and herd health management in supervised field services and/or ambulatory clinical services.
- 6.2 High standards of animal husbandry and care, safety, biosecurity and welfare are promoted and demonstrated across all aspects of the program.
- 6.3 The VEE has processes to refine teaching methods to improve animal welfare and to meet high standards and contemporary expectations (Australia/New Zealand) for animal care and use.
- 6.4 Animal use is supervised by an appropriately constituted Animal Ethics Committee (or equivalent). Client consent is obtained for student involvement in patient care.

Domain: Curriculum and Assessment

7. Oversight, management

- 7.1 The veterinary curriculum is designed, resourced and delivered to ensure that all students have, by graduation, achieved Program Learning Outcomes (PLOs) and the AVBC and WOAH D1Cs. The curriculum is aligned to the mission of the VEE.
- 7.2 The curriculum is managed by the VEE. The VEE has a curriculum committee that is responsible for developing, monitoring, assuring and enhancing the quality of veterinary education and student experience. The majority of the members of the committee are academic staff and the committee includes student representation.
- 7.3 A formally constituted group within the VEE has overall responsibility for the assessment strategy, including moderation processes.
- 7.4 Revisions of the curriculum are undertaken on a timely and ongoing basis and the curriculum is reviewed as a whole at least every 7 years. Quality assurance data and feedback from students, educators and stakeholders are considered in the review process, as well as emerging issues and advancements in knowledge and technology.

8. Educational design

- 8.1 The program is underpinned by a contemporary, coherent educational philosophy that informs program design, delivery and evaluation. The program design is understood by staff and students. The VEE supports innovation and development of novel teaching approaches and the evaluation of the efficacy of existing and changed practices.
- 8.2 The curriculum provides a cohesive framework in which the learning outcomes, teaching, learning and assessment strategies of each unit of study and of the program as a whole are aligned and support the development of the knowledge, skills and attributes of a veterinarian.
- 8.3 PLOs form the basis for explicit statements of the intended learning outcomes of individual units/ courses of study. PLOs are regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. PLOs are communicated to staff and students.

- 8.4 The VEE demonstrates significant and broad research activities that address societal needs. Academic staff in the VEE maintain active research programs that integrate with and strengthen the veterinary degree program and provide opportunities for veterinary student engagement.
- 8.5 The VEE provides advanced postgraduate degrees and programs (which may include PhD, internships, residencies) that complement and strengthen the veterinary program and are relevant to the needs of the profession and society.

9. Duration and content

- 9.1 The curriculum extends over a period equivalent to a minimum of five academic years or, for a combined or post-graduate program, a minimum of four academic years.
- 9.2 The curriculum has sufficient depth and breadth of instruction to ensure student achievement in the required areas of veterinary science and professional practice (as outlined in Appendix 1).
- 9.3 Students demonstrate the ability to safely handle animals of the main domestic species before undertaking WIL placements or clinical activities.
- 9.4 Clinical education in veterinary public health, including exposure to veterinary services in licensed abattoirs and food processing facilities, ensures that graduates meet WOAH D1Cs.
- 9.5 Students are educated in the scientific method and research techniques relevant to evaluation and integration of research in veterinary science and evidence-based veterinary practice. The curriculum includes opportunities for students to observe and participate in research programs.

10. Clinical education

- 10.1 The quality, quantity and variety of clinical education is sufficient to ensure a graduate meets PLOs and D1Cs and is competent to practise in a range of workplaces involving the main domestic species.
- 10.2 The majority ($\geq 70\%$ by duration) of the clinical teaching is focused on common, entry level clinical practice with the main domestic species.
- 10.3 The VEE monitors and ensures that all locations in which clinical teaching and WIL occurs are committed to, and provide, an environment conducive to student learning.
- 10.4 The VEE annually reviews its VEE-owned, VEE-controlled and VEE-contracted practices to ensure that students learn in an environment of contemporary, evidence-based veterinary science.
- 10.5 Students contribute actively to management of cases during clinical instruction, including practical aspects of history-taking, diagnosis and treatment, clinical reasoning and decisionmaking, consideration of financial and economic factors, and client communication.
- 10.6 Students demonstrate relevant competency in entry-level activities (such as animal handling, history taking, diagnostics, therapeutics, communication, analgesia, suturing) before providing patient care.
- 10.7 Students systematically record and reflect on their clinical experiences and skills development and, with academic guidance, select learning activities to meet their learning needs.
- 10.8 Students are directly supervised by suitably qualified veterinary professionals and allied veterinary professionals during patient care and veterinary treatment. Students work as a team with allied veterinary professionals during clinical instruction.
- 10.9 Patient medical records are comprehensive and maintained in an effective retrieval system at all sites used for VEE-controlled or contracted clinical teaching. Records are used to efficiently support the teaching, research, and service programs of the VEE. Students contribute to medical record-keeping under supervision and have access to appropriate levels of clinical records.

10.10 Students receive practical instruction on accepted best practice for preventing the spread of infectious disease. Students demonstrate proficiency in the implementation of relevant biosecurity procedures.

11. Assessment

11.1 The VEE has a comprehensive, coherent and robust assessment strategy. The validity, reliability and educational impact of assessments are appropriate to their purpose and evidenced through relevant evaluation data and processes.

11.2 Assessment is designed and conducted by trained staff with relevant expertise.

11.3 Moderation processes are in place to ensure parity within and between individual units of study, across the program and with other VEEs, and to ensure that each student is treated fairly and without bias.

11.4 Progressive development of non-clinical, clinical, and professional competencies is demonstrated by direct assessment. Only students who have fully met PLOs and D1Cs and can demonstrate holistic clinical competence are permitted to graduate.

11.5 The assessment tasks and grading criteria for each unit of study are clearly identified, and available to students in a timely manner. Requirements to pass, including the effect of barrier assessments, are explicit.

11.6 Assessment is planned and managed to evidence achievement and to provide constructive, timely, formative and summative feedback to support students' progress, whilst ensuring appropriate workloads for students and staff.

11.7 Students receive academic support for learning and assessment, relevant to the learning outcomes of the program and the D1Cs.

12. Work-integrated learning (WIL) placements

12.1 There is an effective, well-managed program of WIL in animal handling and management, preclinical and clinical placements in authentic workplaces, that complements the theoretical and practical instruction throughout each stage of the veterinary program (Appendix 2). WIL has learning outcomes and assessments that support and consolidate prior learning and contribute to the attainment of program outcomes.

12.2 Students undertake WIL to meet requirements listed in Appendix 2. During WIL placements in animal enterprises, students are actively engaged in routine animal handling, husbandry and management. During pre-clinical WIL placements in veterinary practices, students are actively involved in animal handling, patient nursing care, as part of the veterinary support team. During clinical WIL, students participate actively in the workplace, including the workup, management and treatment of patients.

12.3 The VEE manages and coordinates student placements in WIL to ensure student access and provide academic oversight of placement quality. Oversight of all WIL is the responsibility of academic staff and includes evaluation of placement suitability, student learning and development and recording of students' educational outcomes.

12.4 The VEE defines the responsibilities, provides support and training, and monitors the performance of WIL placement providers to a degree appropriate to their contribution to the program (see Appendix 2 for definitions of placements).

12.5 WIL placement providers give feedback on student performance. Mechanisms to enable WIL placement providers to critique the workplace learning program are in place.

Domain: Staff and Student Support

13. Student admission and progression

- 13.1 The number of students is consistent with staff capacity and the teaching and learning resources of the VEE, including buildings, facilities, equipment, healthy and diseased animals and material of animal origin. Any proposed changes to the number of students admitted are consistent with staff capacity and teaching and learning resources.
- 13.2 There is a clearly stated and accessible admissions policy. Selection criteria are clear, consistent, robust, defensible and free from discrimination or bias (except for explicit affirmative action in favour of nominated equity and diversity groups). Academic performance requirements for admission are commensurate with the academic demands of the program. Selection criteria include both academic performance and non-academic factors.
- 13.3 The VEE has an admissions committee, the majority of whom are full-time academic staff, that recommends students for admission, following the specified policies and procedures.
- 13.4 Training is provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.
- 13.5 There is a formal assessment of student competency in the language of instruction prior to entry to the program. Where English is the language of instruction, there is a formal assessment of English language competency for students whose primary language is not English.
- 13.6 There are admissions strategies for supporting diversity and widening participation, including by Indigenous and First Nations peoples.
- 13.7 There are policies and procedures for consideration of applicant or student disability, illness, or impairment, and accommodations for these where appropriate. Policies take into account the requirement that all students must be capable of meeting D1Cs by the time they graduate.
- 13.8 Accurate Information about the program, including Australian & New Zealand registration, fitness to practise requirements and all estimated costs of the program, is readily available to prospective students.
- 13.9 Progression criteria and processes are fair and transparent and confirm achievement of milestones towards PLOs and D1Cs.
- 13.10 Admission and progression criteria are reviewed against attrition and progression data to ensure they are consistent with successful program completion for all students, specifically including those of diversity and equity groups.

14. Student welfare

- 14.1 Students are encouraged to access support and to develop strategies to meet their physical, emotional, academic and welfare needs. Equity and diversity principles are promoted in the student experience.
- 14.2 Students have access to adequate study, digital, recreation, locker and food services and facilities.
- 14.3 Students learn in supportive learning and professional environments that actively encourage the development of professional values and attributes.
- 14.4 The VEE has transparent policies and effective processes for the resolution of formal complaints and appeals pertaining to students and their welfare.

15. Academic, clinical, professional and support staff

- 15.1 The processes for recruitment, selection, appointment and career progression of staff are open, fair, transparent and free from bias.
- 15.2 Academic and support staff are sufficient in number, expertise and availability in each functional area to ensure effective design, delivery and quality of the program. The majority of academic staff involved in veterinary training are veterinarians. The ratio of teaching staff to students is not less than 1:7.5 (FTE:EFTSL). See Appendix 3 for further guidance.
- 15.3 Casual teachers, residents and graduate students may supplement the teaching efforts of the permanent academic staff if appropriately integrated into the instructional program, providing students have access to disciplinary expertise. The amount of the core curriculum delivered by casual teachers does not impact the effectiveness or quality of the educational program.
- 15.4 Positions offer the security, benefits and support necessary to maintain stability, wellbeing, competence and career development of staff.
- 15.5 Academic and clinical staff have a balanced workload of teaching, research and service proportionate to their role. Educators have opportunities to participate in scholarly activities. Clinical educators have opportunities for continued professional development.
- 15.6 Annual appraisal processes are in place for all staff to ensure their continued competence and effectiveness relevant to their role. There is a comprehensive program for the appraisal of professional growth, development and scholarly activities of academic staff.
- 15.7 Criteria for promotion and tenure are explicit, well-publicised and relevant to the different roles of academic staff within the VEE.
- 15.8 Educators involved in all aspects of teaching, assessment, supervision and learning support demonstrate continued competence and effectiveness. Educators are supported through preparatory training and ongoing professional development relevant to their role.
- 15.9 Clinical educators at VEE-owned, VEE-controlled and VEE-contracted practices are supported through orientation and training for their roles in student supervision. Sufficient time is allocated to clinical educators to ensure they have adequate time for student supervision and assessment.

Appendix 1: Curriculum²

Graduates must achieve all program learning outcomes and AVBC DICs prior to graduation.

The curriculum will provide students with breadth and depth of learning in the following:

- 1) Grounding in biological principles and processes of veterinary significance
- 2) Expertise in recognising and advising on:
 - (i) normal animal structure and function,
 - (ii) animal husbandry,
 - (iii) animal behaviour and welfare,
 - (iv) animal nutrition and feeding,
 - (v) animal reproduction and breeding,
 - (vi) homeostasis, pathophysiology,
 - (vii) agents of disease and the natural history and clinical manifestations of important animal diseases
- 3) Expertise in medicine, surgery, anaesthesia, analgesia and euthanasia applicable to the main animal species.
- 4) Entry-level skills in:
 - (i) The conduct and interpretation of physical examination and laboratory diagnostic techniques and including clinical pathology, diagnostic imaging and necropsy,
 - (ii) disease prevention,
 - (iii) biosecurity,
 - (iv) therapy (including surgery and pharmacotherapeutics),
 - (v) patient management and care (including primary care, intensive care and emergency medicine),
 - (vi) intensive care,
 - (vii) emergency medicine,
 - (viii) surveillance and isolation procedures for individual animals, herds, flocks and other populations
 - (ix) clinical reasoning, evidence based practice and the scientific method.
- 5) Knowledge, skills, values, attitudes and behaviours necessary to contribute, as a veterinarian, to promoting animal health and well-being, within changing societal expectations.
- 6) Clinical, epidemiological, pathophysiological and regulatory skills in management of animal diseases which are:
 - (i) endemic to Australia and New Zealand
 - (ii) endemic to and of special consideration in the country in which the VEE is located;

² Adapted from the RCVS Standards and Guidance for the Accreditation of Veterinary Degree Programmes 2023, Appendix 1

- (iii) non-traditional/exotic to Australia and New Zealand and which are currently regarded as being of concern as potential emergency animal diseases or diseases of global veterinary significance and emergency responses to incursions
- (iv) significant emerging diseases

7) Entry level capability (to WOAH standards³) in the recognition and management of zoonotic diseases, epidemiology, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment. This training includes experience in abattoirs.

8) Professional level problem-solving skills in evidence-based diagnosis and clinical management, and data and information management skills

9) Capacity for professional communication including; the ability to acquire information from the owners of animals by direct interaction as well as retrieval of archival data from medical records, communication with colleagues, regulatory bodies and clients.

10) Skills in application of professional ethics, delivery of professional services to the public, contributing to teams, supporting diversity, equity and inclusivity in veterinary workplaces, personal and business finances and management, and provision of a spectrum of care adapted to client circumstances.

11) An appreciation of the breadth of veterinary science, career opportunities and relevant information about the veterinary profession

12) Self-management skills in identifying and meeting personal learning needs, reflecting on learning, maintaining wellbeing and sustaining professional relationships.

³ <https://www.woah.org/en/sharing-best-practices-in-veterinary-education-to-enhance-the-capacities-of-the-veterinary-profession-oie-veterinary-education-twinning-programme/>

Appendix 2: Work-integrated learning (WIL)

1. Purpose of WIL

Work integrated learning is an essential experiential component of veterinary education which aids the development of confident and capable veterinarians and prepares graduates for a successful transition to practice.

Students complete WIL in a number of different locations at VEE-controlled/contracted enterprises, contracted practices and external, extramural sites to provide a breadth of experience in differing professional operations.

WIL performs multiple essential roles in veterinary education:

- Experiential learning in authentic, complex, real-world settings;
- Application of academic learning and practical skills to real workplace and clinical applications;
- Development of professional skills, employability and professional identity through interactions within professional teams and communities of practice; and
- Exposure to the breadth of veterinary practice types, settings, spectrum of care and careers.

2. Definition of WIL

WIL is an immersive, supervised experience and differs from didactic clinical teaching. WIL occurs when students are actively engaged with workplace activities that involve animals, at animal management sites, veterinary clinics, veterinary hospitals and other veterinary workplaces.

In the context of veterinary education, WIL is defined by the combination of the following criteria:

- an immersive learning experience in an **authentic work environment** which provides a 'hands-on'/ active **experiential learning** that is **participatory** not observational;
- supervision by a professional (e.g. a veterinarian, allied veterinary professional or paraprofessional) or person with relevant expertise (e.g. a farm manager) in their usual work environment; and
- involvement in tasks, cases, problems or work **involving animals** in some way.

WIL experiences should be provided both in workplace settings controlled or contracted by the VEE (e.g., WIL in a VEE teaching hospital or in a VEE-contracted practice) and in a range of workplace settings outside the VEE-controlled or contracted learning environment (extramural WIL).

3. VEE-controlled or contracted WIL (intramural and contracted practice clinical rotations)

Intramural Clinical WIL placement sites: veterinary practice sites (VEE-owned, VEE-operated or VEE-contracted) that are responsible for teaching, learning and assessment of D1Cs and PLOs.

VEE-controlled or VEE-contracted practice: veterinary practices external to the VEE which provide clinical placements other than extramural WIL. Veterinarians at these sites are responsible for teaching, learning and assessment of D1Cs and PLOs. The expectations of each party are defined by a contract, memorandum of understanding or other formalized agreement. If clinical teaching and assessment are occurring at a VEE-controlled or VEE-contracted site that is contributing to "intramural clinical WIL" (see Table in Appendix 2), it must meet the same standards as a VEE owned or VEE-operated clinical site.

Clinical WIL in intramural settings (i.e., VEE-controlled teaching clinics) and/or VEE-contracted practices forms the core of students' clinical capstone experience. It comprises at least 20 weeks of the clinical phase of the program. It occurs in workplace settings (e.g. teaching hospitals, clinics, ambulatory services) controlled by the VEE or its contracted partners. It may include some structured

learning activities (e.g. tutorials, case discussions, rounds) and assessments set by the VEE as part of the curriculum. The majority of this experience directly involves students in actively contributing to the management of real cases or problems, including practical aspects of history-taking, professional skills development, diagnosis and treatment, clinical reasoning and decision-making, financial and economic considerations, and client communication.

Intramural and contracted-practice clinical WIL may include exposure to a range of referral or specialty-level practice, but the majority of the experience (at least 70%) should be focused on problems and conditions commonly encountered in entry-level clinical practice in all of the main domestic species.

4. Extramural WIL

Extramural WIL performs additional essential roles in veterinary education that may be difficult to replicate in VEE-controlled environments and university farms. It provides:

- **broadening experiences** with exposure to a wide range of animal enterprises, veterinary work, workplaces, careers, professional teams, and ways of working;
- exposure to a range of animal handling, husbandry and care facilities, and to animals that may be less accustomed to handling than those in VEE-controlled settings;
- exposure to a **spectrum of veterinary care**, with the majority of time completed in **general practice** or primary care settings, and exposes students to a continuum of acceptable evidence-based care across socioeconomically and culturally diverse contexts; and
- a **flexible, student-led** learning experience that allows students to pursue areas of interest relevant to their career goals or areas in which further development is desired and to reflect on their learning experiences.

In addition to the WIL criteria above, extramural WIL is defined by the following:

- it typically⁴ occurs outside of the usual learning environments controlled by the VEE, including its farms, clinics, or contracted partners;
- it does not involve structured or formal teaching by staff employed or contracted by the VEE;
- it is not essential for the delivery of core curriculum or the assessment of core competences; and
- it is a flexible learning experience involving student choice of placement and learning outcomes.

5. Types of WIL

WIL may be divided into;

- animal husbandry (where students work with animals on farms and in other animal enterprises);
- preclinical (where students assist the veterinary allied professional team in a veterinary practice);
- clinical (where students are directly involved with diagnosis and treatment of patients); and
- professional (non-clinical) WIL.

⁴ While referred to as 'extramural' because it typically occurs outside the VEE-controlled environment, extramural WIL experiences may be possible within VEE-controlled and contracted environments where similarly authentic, flexible broadening experiences are available and are relevant to students' career interests.

Animal husbandry WIL

Animal husbandry WIL occurs in a range of different animal enterprises (including small and large animal species, companion and production animals), supervised by a farm manager or animal worker. Animal husbandry WIL is intended to ensure that students / graduates have awareness of the industries and community sectors they will serve as veterinarians. Students are directly involved in handling animals, caring for animals and/or observing animal behaviour for the majority of their time. Students broaden their understanding of the operations of animal enterprises, animal husbandry procedures and develop skills in communicating with animal owners.

Preclinical WIL

Preclinical WIL occurs in veterinary practice settings, supervised by veterinary team members. It provides students with opportunities to become familiar with the operations of a veterinary practice, to gain skills in animal handling, patient nursing care, and to contribute as members of the veterinary support team.

Clinical WIL

Clinical WIL occurs in veterinary practice settings, supervised by a veterinarian. Students are directly involved in clinical decision-making and contribute to patient care as a member of the veterinary team. Students gain insight into financial decision-making in veterinary practice and develop communication skills relevant to veterinary practice.

Professional (non-clinical) WIL

Professional (non-clinical) WIL placements provide opportunities for students to gain experience in veterinary workplace settings that may not directly involve animals or which are outside conventional clinical settings. Examples include: administrative roles with professional bodies or government; veterinary businesses; veterinary diagnostic laboratories; veterinary public health roles; international veterinary aid projects under veterinary supervision; animal welfare organisations; and veterinary research laboratories.

6. Management of WIL experiences

WIL policy is controlled by the VEE and supported by processes and policy within the university. WIL is overseen, managed and assessed by the VEE to ensure the quality, safety and integrity of the experiences.

WIL learning outcomes are broadly defined by the VEE. For extramural WIL, the learning outcomes are flexible and refined by students to meet their personal learning needs, career choices and interests. WIL requires students to reflect upon their personal choices, decisions and actions and to critically appraise their appropriateness in a work context. WIL is an important step in the development of student capability and commitment to self-directed, lifelong learning. Students develop and extend their skills and knowledge during clinical (extramural) WIL however all the required PLOs and D1Cs are demonstrated and assessed in VEE-controlled clinical placements and settings.

7. AVBC WIL requirements

During the veterinary program and prior to graduation students will complete at least:

1. 52 weeks of WIL undertaken as
 - a) 24 weeks in extramural WIL (as below); and
 - b) 20 weeks of VEE-supervised clinical WIL that is prescribed, assessed and controlled by the VEE, and is completed in VEE-owned, VEE-controlled or contracted veterinary clinical practice(s).
 - c) 8 weeks of time is flexible (see table)

2. The 24 weeks of extramural WIL to include at least:
 - a) 6 weeks in extramural animal industry placements; and
 - b) 2 weeks in extramural preparatory clinical placements; and
 - c) 12 weeks in extramural clinical extramural WIL of which up to 4 weeks may be in veterinary professional (non-clinical) sites.
 - d) 4 weeks of time is flexible
3. A minimum of **40 weeks of clinical WIL** are to be completed in the final (clinical) years of the program before graduation.
4. A minimum of **12 weeks of extramural WIL** are to be completed during the preclinical years of the program, in **animal industries** and **preclinical placements in veterinary practices** (at least 2 weeks).
5. The above are minimum requirements, and students who wish to exceed these are supported to complete additional placements.

Summary of WIL requirement

| | | Pre-Clinical WIL | | | |
|-----------------------------------|--|------------------|-----------------------|----------|------------------|
| | | Animal Husbandry | Pre-clinical Practice | Flexible | Total |
| Extramural Time | | ≥6 weeks | ≥2 weeks | ≥4 | ≥12 weeks |
| Clinical WIL | | | | | |
| Time | | Intramural* | Extramural | Flexible | Total |
| Time | | ≥20 weeks | ≥12‡ weeks | ≥8 weeks | ≥40 weeks |
| Total Pre-Clinical & Clinical WIL | | | | | ≥52 weeks |

‡ 4 weeks of the 12 weeks of Extramural Clinical WIL can be in veterinary professional, non-clinical placements

* Intramural Clinical = VEE-owned, VEE-controlled or VEE-contracted practices

Students undertake preclinical and animal husbandry WIL in an extramural workplace setting of each of the following species/disciplines: equine, production animals, and companion animals. The remainder is undertaken in areas where a student has a particular interest, or where they feel it would be of benefit to them.

All students are thoroughly briefed on the health and safety aspects of handling animals and only undertake pre-clinical/animal husbandry WIL for species where they have already demonstrated safe practice.

Each preclinical and animal husbandry extramural WIL placement would normally be expected to last at least one week.

The VEE may grant exemptions for up to 25% (3 weeks) of the animal husbandry and preclinical WIL requirement, in recognition of recent prior learning e.g. for students who have considerable animal handling experience gained on a previous course at tertiary level, or through directly relevant employment or other life experience.

Clinical Extramural WIL – at least 12 weeks

Unlike preclinical/animal husbandry WIL, there is no stipulation of requirement for each species or placement type, other than that the majority occurs in general practice and primary care settings. Placements are flexibly undertaken in areas where a student has a particular interest or where they feel it would be of benefit to them.

Clinical extramural WIL complements, rather than replaces, intramural clinical learning. It is acknowledged that students may learn new techniques and acquire further knowledge whilst on clinical extramural placements however the responsibility for formally teaching and assessing students remains with the VEE.

Clinical extramural WIL placements should normally be expected to last at least 2 weeks to allow sufficient time for students to become familiar with the practice and for the development of effective mentoring relationships with the supervisor and workplace team. In rare circumstances placements of one week duration may be approved. The length of each nominal 'week' is primarily based on the provider's working week, with sensible discretion to account for public holidays, to allow for rest and safe travel, or to accommodate other university commitments. Attendance for each 'week' need not take place over consecutive days.

Professional (non-clinical) WIL

Extramural WIL may occur in work placements that are not clinically-based or directly involving animals, if occurring under the supervision of a veterinarian or allied veterinary professional engaged in relevant professional work.

Professional veterinary WIL may be taken to fulfil part of the clinical extramural WIL requirement if occurring under the supervision of a veterinarian engaged in relevant professional work. Approval to complete a substantial amount of professional WIL (> 4 weeks) in a non-clinical setting at the expense of other types of clinical extramural WIL should be reserved for students demonstrating a genuine interest in a particular area of non-clinical work or research.

Appendix 3: Guidance for the calculation of the teacher/student ratio

It is important that the numbers of academic staff allocated to the veterinary program are reported accurately. Guidance for which staff to include is as follows:

Guidance for inclusion of staff in the AVBC ratio calculation

Full-time equivalents (FTE): Posts can be occupied full-time or part-time. The number given will correspond to a total of full-time equivalents (FTE). For instance, 10 full-time posts plus two part-time posts at 50% plus 1 part-time post at 80% should be given as a total of 11.8 FTE.

Academic staff

Academic staff in the Veterinary School

Academic staff who are allocated to the veterinary school and whose primary role is teaching in the veterinary program: to be included as full-time equivalents (FTE)

Academic staff who are allocated to the veterinary school who teach into other programs as well as the veterinary program: to be counted as a fractional FTE according to the hours of veterinary teaching relative to their teaching into other programs. Note that, where the school hosts other programs (e.g. Veterinary Nursing or Technology, Animal Science), academic staff FTE are pro-rated between the veterinary program and other programs according to proportionate teaching load.

Part-time academic staff who are allocated to the veterinary school and whose primary role is teaching into the veterinary program: to be counted as the appropriate fraction of an FTE. Where these academic staff also teach into other programs, FTE are similarly pro-rated.

Academic staff who are allocated to the veterinary school who teach ≤10 hours per annum into the veterinary program are not to be counted.

Note that the denominator for the academic staff:student ratio is student equivalent full-time student load EFTSL (i.e. not headcount).

Research academic staff

Research academic staff covers academic personnel whose main task in the school is to undertake research, even though they may from time to time take part in teaching. It is accepted that those counted under academic staff will also be undertaking research.

Research-only academic staff who are allocated to the veterinary school are not counted towards the ratio. This also includes post-docs, research fellows and similar appointments principally for research.

PhD and other post-graduate students are not counted towards the ratio. Include them in the relevant table.

Academic staff in 'Service Departments'

Academic staff who are outside the veterinary school, but who contribute to the veterinary program: receive a fraction of FTE according to the hours of veterinary teaching relative to a notional full FTE teaching load.

Clinical appointments

Veterinarians who are employed in the teaching hospital, whether directly funded by the university, or not: are included as fractional FTEs on the basis of the proportion of their work that is devoted to teaching into the veterinary program.

Interns: are not counted towards the AVBC ratio.

Residents: are included in teaching staff and allocated a fractional FTE based on their contribution to teaching. This fraction is limited to 0.2 FTE.

Practitioners in off-campus contracted centres who are significantly engaged in clinical teaching, are included as fractional FTE positions, based on the hours actively contributed to teaching.

Practitioners in practices used for extramural WIL: these cannot be included in the ratio.

Adjuncts and visiting positions

Adjunct, associate, emerita and visiting positions are not included in FTE figures.

However, for the accreditation visit (but not annual reports), include full details of their inputs to teaching.

Support staff

Fractional FTEs of support staff who contribute significantly to veterinary teaching (e.g. radiographers, nurses, livestock technicians) are noted separately.

Appendix 4: Glossary

| Term | Definition |
|---------------------------------|---|
| Academic staff | Staff employed by the VEE for the primary purpose of instruction, research or professional service, typically with an academic rank and with appropriate post-graduate qualification and experience relevant to their role within the VEE. |
| Accredited | The status of a VEE that is considered by the AVBC to be compliant with the AVBC Standards, normally for a 7-year period starting from the date of the last (full) Accreditation Visit |
| Adequate | Sufficient in quality and / or quantity to achieve intended purpose. |
| Allied veterinary professionals | Veterinary nurses, veterinary technicians, animal management technicians and others contributing to veterinary clinical operations. |
| Annual Reporting Process | The annual process of data collection and reporting submitted by the VEE via the online repository, to VSAAC for review and assessment and for interim data collection and submission when required. |
| Assessment | The systematic process of measuring and providing feedback on each student's progress, level of achievement or competence against defined criteria. |
| Assessment program | The aggregation of multiple measures of student knowledge, skills and abilities over time to inform judgments about progress. Assessment programs are constructed through blueprints which match assessment methods with outcomes. The assessment program accommodates the inherent complexity of assessing professional competence in authentic contexts. |
| Assessment tasks | Any task/activity that a student undertakes as part of either formative or summative assessment. |
| Clinical placement | A period of supervised clinical experience and learning in a veterinary professional setting, such as a veterinary practice or a government veterinary service. Collectively, clinical placements are planned and structured to enable students to achieve the Program Learning Outcomes in provision of primary care and preventative health care for main domestic species. |
| Collegial | A work or educational environment where responsibility and authority are appropriately and respectfully shared; within a community of practice, a positive, purposeful, pleasant and effective team environment characterised by common goals and shared experiences |
| Clinical WIL | A major component of the clinical curriculum that is mandatory and experienced by all students. It is undertaken in the final 2 years of the veterinary degree. It is provided as 2 different types of clinical placements: i) VEE-controlled or contracted clinical placements. The teaching, learning and assessment in these placements ensures that DICs and PLOs are satisfactorily demonstrated by all students prior to graduation, and as ii) extramural clinical placements, usually in sites that are not VEE-controlled or contracted. The learning experiences in these placements provide students with flexibility and choice of experiences to meet their personal learning objectives and career interests and expose them to the breadth of veterinary practice. The same standards apply for VEE-controlled and VEE-contracted placements and placement sites (see also WIL below). |
| Cultural competence | An awareness of cultural diversity and the ability to function effectively, and respectfully, when working with people of different cultural backgrounds. ⁵ |
| Curriculum | The aims, objectives, content, assessment, experiences, processes and intended outcomes of a program, including a description of the structure and expected methods of learning, teaching, feedback and supervision. |
| Day One Competencies (DICs) | Essential clinical and professional skills expected of a veterinary graduate on veterinary program completion; meeting requirements for initial veterinary registration; from a clinical perspective, DICs may be defined as veterinary acts that a new graduate should be able to perform in an appropriately supportive environment. |

5 Source: RCVS 2023 training materials – acknowledged with thanks

6 <https://www.healthnavigator.org.nz/clinicians/c/cultural-competence/#:~:text=What%20is%20cultural%20competence%3F&text=Cultural%20competence%20requires%20an%20awareness,people%20of%20different%20cultural%20backgrounds.>

| Term | Definition |
|---|---|
| Disability | A temporary or permanent condition that limits a person's movements, senses, activities or function. |
| Diversity | Acceptance and respect for differences such as race, ethnicity, religion, culture, personality, gender, sexual orientation, physical abilities, socioeconomic status, political beliefs or other ideologies. ⁷ |
| Educators | Anyone teaching students in an official capacity, including academic staff, clinical staff, teaching staff at VEE-controlled sites and support staff. |
| EFTSL | Equivalent Full-time Student Load |
| Evaluation | The systematic process of assessing efficacy or suitability, e.g. of a program or learning experience |
| Evidence-based ⁵ | The use of evidence to inform decision making. |
| Evidence-based veterinary practice | Veterinary practice based on best available evidence (e.g. peer reviewed research), professional experience and clinical reasoning, and with consideration of client wishes and/or patient wellbeing |
| External verification ⁵ | This is where a sample of assessed work is looked at by a subject expert academic from a different institution. |
| Extra-mural Work Integrated Learning | Clinical and practical Work Integrated Learning undertaken off campus in non-VEE-controlled or contracted sites and supervised by non-academic, non-VEE staff (e.g. veterinarians, veterinary allied professionals, farm managers); |
| -Animal husbandry WIL -Preclinical WIL | Extramural WIL – placement at a site typically not used for VEE-controlled or contracted teaching activities. |
| -Clinical WIL | Animal husbandry WIL - placements in an animal management business, e.g. farm, stud or animal shelter, to provide student exposure to and experience of production systems, facilities, animal handling and animal behaviours beyond those provided in VEE-controlled facilities. |
| | Preclinical WIL - placements in veterinary practices, external to VEE-controlled or contracted practices to provide student exposure to paraprofessional roles, nursing care, communities of practice and veterinary business operations. |
| | Clinical WIL – clinical placements [typically] to provide student experience of a breadth of veterinary practice and veterinary professional work, conducted at sites external to VEE-controlled or contracted practices. |
| Equity | The provision of equivalent opportunities, support and access taking into consideration the differing needs of individuals. |
| Equivalent Full Time Student Load (EFTSL) | Equivalent Full-time Student Load – a unit of measurement of full-time student workload |
| Feedback ⁵ | The means by which one party (student, staff or stakeholder) lets another party (student or staff) know how they are doing. Feedback to students can be provided using scores, grades, video footage and narrative (written or verbal). Feedback by students to the school and its teachers can be any aspect of their experience, e.g., on teaching, programme structure, culture, resources or support. This can be done individually by a student, or through their official Student Representative and/or through having student representatives on various committees to provide their opinion/experience. |
| Field services/ambulatory clinic | VEE-controlled or contracted clinical services provided off campus, usually in client-owned facilities. |
| Fit for purpose | Appropriately equipped and resourced for intended outcomes, well-suited for designated role or function. |
| Full-time equivalent (FTE) | A unit of measurement of an employee full-time workload. |
| Grading criteria ⁵ | The set criteria which students must achieve in order to receive a specified grade. |
| Head of the VEE | The academic leader (e.g., dean, principal) responsible for the veterinary program and veterinary clinical operations. |

⁷ From Jeffries, R. (Ed.). (2019). Diversity, Equity, and Inclusivity in Contemporary Higher Education. IGI Global.
<https://doi-org.ezproxy.csu.edu.au/10.4018/978-1-5225-5724-1>

| Term | Definition |
|--|---|
| Impairment | Diminished function or ability. |
| Inclusion | Ensures all students and staff can access and fully participate in learning and/or professional development, supported by reasonable adjustments and strategies tailored to meet their individual needs. [adapted from NSW Education] ⁸ |
| Information literacy | The ability to source, evaluate, use and create information effectively to achieve personal, social, educational and professional goals. |
| Learning environment | All physical and virtual learning spaces controlled by the VEE, including VEE-controlled or contracted sites and approved sites. |
| Learning outcomes ⁵ | The specific outcomes that students are expected to have in terms of their learning, following completion of a module/unit/programme. |
| Main domestic animals/species | Dogs, cats, rabbits, caged birds, horses, cattle, sheep, goats, poultry, pigs, farmed fish |
| Medical records | Records, including text, results and images, maintained for the systematic documentation of history, diagnosis, investigation and veterinary care provided to an individual patient or group of animals and treatment costs. |
| Moderation process ⁵ | The process whereby academics from different modules/units work together to make sure assessments are standardised and checked for accuracy and validity. It is to maintain parity between levels and units. This involves checking and reviewing assessment plans, items and assessor judgments. |
| Non-animal teaching resources | Simulations, teaching models and other inanimate teaching materials that reduce, refine or replace the use of animals in teaching programs. |
| Outcomes assessment | The process of collecting information that allows determination of the success of the VEE in achieving the stated and expected outcomes of services, activities and experiences offered. |
| Program | The entire curriculum provided by the VEE that will lead, on successful completion, to awarding of a veterinary degree. |
| Program learning outcomes (PLOs) | The learning outcomes that the student must achieve prior to graduation. |
| Quality enhancement | A formal, systematic and cyclical process of evaluation of a program, service or experience carried out by the VEE to determine the extent to which it is achieving its objectives and includes the use of these findings to inform initiatives to achieve ongoing improvement in outcomes. |
| Reliability (of assessment) ⁵ | Reliability is a measure of how consistent or accurate the assessment method(s) used in high stakes assessments are in practise and are based on a statistical analysis of assessment data. |
| Scholarly activities ⁵ | Activities by staff to consolidate/share/improve their teaching and/or their subject knowledge. For example, writing papers or articles, or speaking at or attending a conference. |
| Spectrum of care | A continuum of acceptable veterinary [or patient] care, founded on available evidence-based practice, that caters to varying client expectations and financial limitations, thereby successfully serving an economically diverse clientele. |
| Staff | Academic, professional, administrative and other support personnel, employed by or adjunct to the VEE. |

⁸ <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/diversity-and-inclusion#:~:text=Inclusive%20education%20means%20that%20all,to%20meet%20their%20individual%20needs.>

| Term | Definition |
|--|---|
| Stakeholder | <p>Stakeholders encompass:</p> <p>internal stakeholders to the VEE, which includes veterinary students and those contributing to the design and delivery of training and education, e.g., program directors, academic and other staff of the VEE, clinical supervisors and program committees;</p> <p>external stakeholders who contribute directly to training and education such as at placement sites;</p> <p>other external stakeholders with an interest in the process and outcomes of veterinary training and education e.g., veterinarians generally, regulatory authorities, veterinary professional associations, other para-professions, veterinary consumers, animal health and welfare organisations, members of the public.</p> |
| Student progression ⁹ | This can refer to students progressing from one year to the next. It can also refer to students progressing from the course i.e. graduating or moving onto further study. |
| Supervisor | A person with expertise, recognized by the VEE, and trained in supervision, who guides the student's experience and training. The supervisor's training and education role will be defined by the VEE, and may encompass educational, support and organisational functions. |
| Support staff | Staff employed by the VEE to support delivery of teaching, service and/or research. |
| Sustainable | The ability to be maintained at a certain rate or level; may be used in relation to environmental and financial considerations, to veterinary practice sustainability or to overall operation of the VEE. |
| Tailored | Adjusted in scope, focus and/or duration to suit a particular need. |
| Unit of study | A discrete component within a veterinary program, with a credit point value, learning activities, outcomes and assessment. Also called subjects, courses, modules or papers in some VEEs. |
| Validity ⁹ | This is the measurement of the degree to which an assessment method accurately measures the skills/knowledge/attributes it was designed to measure. This is done through data analysis, and a variety of approaches may be used. |
| Veterinary Education Establishment (VEE) | A major administrative division of the university that manages and delivers the veterinary program. |
| VEE- contracted practice | Veterinary practice external to the VEE which provide clinical placements other than extramural WIL. Veterinarians at these sites are responsible for teaching, learning and assessment of D1Cs and PLOs. The expectations of each party are defined by a contract, memorandum of understanding or other formalised agreement. |
| VEE-controlled placement sites | Veterinary practice sites (VEE owned, operated or contracted) that are responsible for teaching, learning and assessment of D1Cs and PLOs. |
| Work-integrated learning (WIL) | <p>Activities involving student placement in relevant work-based environments to facilitate integration of theory with the meaningful practice of work as an intentional component of the curriculum.⁹</p> <p>WIL is participatory and not observational. Students are actively engaged in authentic workplace activities to an extent that is appropriate to the context.</p> <p>Veterinary students undertake WIL as: i) animal husbandry extramural placements, ii) pre-clinical extramural placements and iii) clinical placements. Clinical WIL occurs in VEE-controlled and/or contracted sites, and at extramural sites.</p> |

⁹ Adapted from Journal of Work Integrated Learning <https://www.jwil.org/defining-wil>

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