



# Accreditation Standards Review

Day One  
Competencies:  
Phase 2 Draft for  
Stakeholder  
Consultation

*August/September 2022*



# Day One Competencies Review: Phase 2 Consultation

## Background

A review of the AVBC Accreditation Standards is currently underway. Parallel to this, the AVBC is also conducting a review of the AVBC's 'Day One Competencies' (D1Cs). This work is being conducted by a Task Group appointed for this purpose.

The first draft of a proposed set of new D1Cs was circulated for 4 weeks, from 6 July 2022; background information was made available on the AVBC's website and feedback was invited from a wide range of stakeholders, across the veterinary sector. Having considered the extensive feedback received, the Task Group is now inviting comment on this second draft of the new D1Cs.

A summary of the results of stakeholder feedback is available in the [Phase 1 Consultation Report](#).

Your comments on this second draft are warmly invited, via an [online survey](#), which will close on 28 September 2022.

Please contact [standardsreview@avbc.asn.au](mailto:standardsreview@avbc.asn.au), if you have any questions.

## Introduction

Many international veterinary accreditation organisations use D1Cs to convey their expectations of veterinary graduates on "Day One" of their professional careers. The competencies describe the knowledge, skills, values, and attitudes veterinarians must possess on "Day One" to serve the interests of their patients and society, and to meet accreditation and the profession's requirements.

The AVBC has an essential role in determining the "standards of proficiency" for veterinary graduates practising in Australia and New Zealand. The standards for registration are a key benchmark that affects the approval of veterinary degree programs in Australasia and internationally. AVBC ensures accredited programs meet the standards for registration using the Accreditation Standards. D1Cs help inform these Accreditation Standards and provide guidance to students, schools, and the profession about what can reasonably be expected of a graduate at the start of their career.

While D1Cs are not the only standards or specifications that guide veterinary curricula, they are an important way for schools to benchmark the outcomes required for the profession. As the breadth and depth of veterinary knowledge is expanding rapidly, the D1Cs must be forward-facing so that schools carefully design curricula that prepare graduates who are ready for the first day of their careers and who have the knowledge and skills required for continued career development post-graduation. Competencies must also reflect current societal norms with respect to professional viewpoints and behaviour, as well as non-technical skills.



Competencies need to meet certain criteria:

1. They need to be general. Exhaustive lists of what is expected in terms of specific surgical and diagnostic procedures etc., are not within this document's scope. If "Day One Competencies" are too prescriptive, they may restrict how education providers achieve these outcomes. In addition, such specificities vary over time and practice context. Veterinary schools need flexibility and scope to achieve these competencies using the available facilities and resources. By avoiding prescription, innovation in the development of veterinary curricula is also fostered.
2. Individual veterinary schools are expected to curate more specified lists of skills that students are expected to become proficient in, supporting overarching D1C requirements. They must be carefully defined and recorded so veterinary students can be directly observed and assessed on their knowledge and/or skill acquisition and application.
3. While exhibiting variation, Australasian Accreditation Standards and their associated Day One Skills need to harmonise with international veterinary accreditation standards to ensure that Australasian graduates meet the requirements expected in regions where their degree is immediately acceptable for registration. The opposite is also true – international graduates with qualifications recognised by AVBC for immediate registration must meet standards consistent with an Australasian graduate.
4. They are of equal importance. The order in which the domains and competencies are listed in the document does not imply relative importance.
5. They are not intended to be applied across all animal species. Differential levels of expertise are anticipated, with graduates recognising the species most relevant to their intended career path and aligning skills development accordingly. Core domestic species serve as the foundation for skills demonstration, with extrapolation to other species applied as indicated

It is important to note that competencies are attained through a developmental continuum that begins for students during their veterinary programs and continues after graduation. The AVBC competencies are targeted at the minimum level expected by ALL graduates on Day One. They are not written to exceed these expectations. As graduates move from "Day One" of their careers, they must receive support and mentorship from employers, colleagues and peers to continue to build upon these D1Cs. Graduates are expected to self-evaluate their skills on an ongoing basis and plan CPD programs to develop further skills and competence appropriate to their career intentions.



## AVBC DOMAINS OF COMPETENCE

Nine Domains of Competence have been identified by AVBC. There are multiple competencies within each domain. Additional explanations of the intent of some/specific competencies are provided in this document. The order in which the domains and competencies are listed in this document does not imply relative importance.

	<b>1. Clinical Reasoning &amp; Decision-making</b>
	<b>2. Individual Animal Care &amp; Management</b>
	<b>3. Animal Population Care &amp; Management</b>
	<b>4. Veterinary Public Health</b>
	<b>5. Communication</b>
	<b>6. Collaboration</b>
	<b>7. Professionalism &amp; Professional Identity</b>
	<b>8. Financial &amp; Practice Management</b>
	<b>9. Scholarship</b>





## DOMAIN 1: CLINICAL REASONING & DECISION-MAKING

*The following 10 competencies include those relevant to clinical reasoning and decision-making processes that Day-One Graduates should apply when examining individual animals and animal populations (where relevant).*

	Proposed Competency	Context
1	Obtain an accurate and relevant history of the individual animal or animal group and its/their management and environment.	
2	Handle, restrain and otherwise manage animal(s) safely and humanely, considering animal behaviour and welfare, and instruct others in helping the veterinarian perform these techniques.	New graduates should recognise normal animal behaviour and distinguish abnormal behaviour.
3	Perform a complete clinical examination relevant to presentation and context.	
4	Synthesise and prioritise problems to develop differential diagnoses and a diagnostic plan and interpret clinical evidence to establish a diagnosis.	New graduates should be able to identify different clinical problems, categorise them and create refined problem lists to prioritise their differential diagnoses.
5	Safely and effectively select and apply diagnostic techniques, including imaging modalities.	The type of modality, and level of expertise of use and interpretation, must align with expectations of a new graduate.
6	Safely collect, preserve and transport samples, select appropriate diagnostic tests, and account for the limitations of the test results.	Interpret clinical and laboratory evidence to establish a diagnosis.
7	Develop appropriate treatment and preventative health plans and administer these in the interests of the patient and with regard to the resources available.	
8	Consider the case context when providing veterinary services, including animal welfare, client expectations and economic considerations.	<p>New graduates must be mindful of the welfare of the patient(s), whether for an individual animal or group of animals.</p> <p>New graduates should be able to tailor the diagnostic and treatment/preventative health plan when there may be financial or other constraints.</p>





## DOMAIN 1: CLINICAL REASONING & DECISION-MAKING

	Proposed Competency	Context
9	Utilise traditional and digital technologies and information sources to manage health data and inform patient-centred care.	<p>New graduates should understand how to apply digital technologies, including telehealth and real-time health monitoring. This does not require graduates to have a working knowledge of all technologies available - just those most relevant to their practice context.</p> <p>New graduates should also appreciate the value of, and use of, traditional information resources, including personal communications.</p>
10	Adapt and apply knowledge and skills to varied scenarios and contexts, including where information is incomplete.	<p>New graduates should be able to make clinical decisions where there is an incomplete or unclear clinical picture or where there is no clear diagnosis - for example, a case where a full range of diagnostics cannot be performed.</p> <p>The new graduate should be able to extrapolate core knowledge to novel species or situations.</p>





## DOMAIN 2: INDIVIDUAL ANIMAL CARE & MANAGEMENT

	Proposed Competency	Context
11	Safely perform sedation and general and regional anaesthesia; implement chemical methods of restraint.	New graduates should be able to sedate, anaesthetise and perform regional anaesthesia in the major species, or the species most relevant for them at graduation.
12	Perform routine procedures, including surgeries, in an aseptic fashion, recognising associated indications and contraindications.	Clinical procedures appropriate for Day One graduates could include dog castrations, cat ovariectomy, dental examinations, fluid calculations, catheter placement etc.
13	Assess and triage animals in an emergency situation, perform first aid to stabilise the patient, and refer promptly to appropriate colleagues as needed.	
14	Assess and manage pain.	
15	Recognise when euthanasia is appropriate and perform it humanely and safely.	Euthanasia should be carried out using an appropriate method, whilst showing sensitivity to the owners and others, and with due regard to the safety of those present. Confirmation of death should be performed.  Advice may need to be given on the appropriate disposal of the carcass.
16	Perform a systematic gross post-mortem examination, and report findings as appropriate.	The new graduate should be able to differentiate normal from abnormal findings in the major species/the species most relevant to them. A specialist-level examination is not expected. Good quality records should be kept, and appropriate samples taken for additional testing.





## DOMAIN 3: ANIMAL POPULATION CARE & MANAGEMENT

	Proposed Competency	Context
17	Assess and advise on population level clinical and production factors such as the physical condition, welfare, nutritional status and associated management factors of a group of animals.	
18	Apply population medicine principles and epidemiological skills to solve veterinary problems in compliance with legal regulations and economic realities.	
19	Advise stakeholders on practices that promote animal welfare.	New graduates should be able to advise about the Five Domains of Welfare and appreciate that sentience is an intrinsic part of animal welfare.
20	Recognise suspicious signs of reportable (endemic and exotic) and zoonotic diseases and take appropriate action, including notifying the relevant authorities.	
21	Advise on, and implement, preventative programs appropriate to the species and in line with accepted animal health, management, welfare, public health and environmental standards.	







## DOMAIN 4: VETERINARY PUBLIC HEALTH

	Proposed Competency	Context
22	Practise veterinary science using One-Health principles, including promoting the health and safety of people and sustainability of the environment.	The new graduate should appreciate the impact of their actions on the environment and people (e.g., Antimicrobial Resistance). They should be able to advise on the management of animal waste, carcasses, and by-products. They should appreciate the role of the veterinarian in food safety.
23	Recommend and evaluate protocols for biosecurity, biosafety and infection prevention and control (IPC), and apply principles correctly.	The new graduate should be able to apply isolation, disinfection and disease management strategies to prevent the transmission of disease between animals, humans or self.
24	Perform ante-mortem and post-mortem inspection of animals and make appropriate decisions to protect the food chain and animal welfare at the point of slaughter.	The new graduate should be able to correctly identify conditions affecting the quality and safety of products of animal origin, excluding those animals whose condition means their products are unsuitable for the food chain. It is acknowledged that in most contexts, people will receive further training from the relevant statutory body.
25	Apply veterinary elements of food safety standards and practices throughout the production chain, including on the farm and during food processing.	New graduates need to recognise their role in the longitudinal protection of the food chain, particularly at the farm level. They need to appreciate the principles involved and how to apply them with respect to fundamental food safety concepts such as HACCP, GHP, and risk assessment.





## DOMAIN 5: COMMUNICATION

	Proposed Competency	Context
26	Communicate effectively with clients, the public, professional colleagues, and responsible authorities, using language appropriate to the audience and context.	<p>New graduates are expected to communicate respectfully and with empathy. They should demonstrate client-centred communication, considering the human-animal bond and client expectations/perspectives.</p> <p>Effective communication involves utilising the most appropriate or relevant communication platform (e.g., face-to-face, via phone, or email), while respecting confidentiality and privacy.</p>
27	Maintain accurate, consistent, and contemporaneous records in a clinic database, which allows for case transfer and protects client privacy.	<p>Patient records should be sufficiently clear that they can be referred to by others and (if written by hand) be legible. Professional terminology should be used, avoiding idiosyncratic abbreviations or jargon.</p>



## DOMAIN 6: COLLABORATION

	Proposed Competency	Context
28	Demonstrate inclusivity and cultural competence and act to respect and promote diversity in all elements of practice.	<p>Demonstrate inclusivity and cultural competence, particularly in relation to First Nations peoples.</p> <p>Diversity includes, but is not limited to neurodiversity, physical diversity, cultural and linguistic diversity, ethnic and racial diversity, First nations diversity, sex, gender and sexuality diversity.</p>
29	Work effectively as a member of a professional/inter-professional team, fully recognising the contribution of each professional while promoting equity and inclusion.	<p>Professional skills such as teamwork, leadership, collaboration, conflict resolution, and collegial interaction are essential to all forms of practice.</p>
30	Collaborate with external referral, diagnostic and other professional services, including providing an appropriate history and clear communication.	<p>Graduates should maintain an ongoing relationship, where possible, to aid the continuity of collaborative effort.</p>





## DOMAIN 7: PROFESSIONALISM & PROFESSIONAL IDENTITY

	Proposed Competenc 2_1.png y	Context
31	Act professionally and ethically, compliant with legal and regulatory requirements of the relevant veterinary statutory body.	
32	Issue certificates, applying principles appropriate to the relevant veterinary statutory body.	
33	Prescribe, dispense and use medicines correctly and prudently, including recording and reporting adverse reactions, in accordance with legislation and current prescription guidelines.	<p>New graduates must understand and apply principles of judicious antimicrobial, anthelmintic and insecticide use to minimise the risk of residues and pathogen resistance.</p> <p>Medicines must be dispensed in accordance with regulatory and legal requirements (e.g., controlled substances, off-label/extra-label drug use).</p>
34	Engage in self-directed learning, continuing professional development and career planning.	<p>New graduates are not expected to know everything – they must engage in further learning to expand their Day-One knowledge and skills in their area of practice and continue to assimilate the clinical advances that occur over their working life.</p> <p>Professional skills should be developed over time in areas such as (but not limited to) communication and leadership. They should appreciate the variety of career streams available to veterinary graduates.</p>
35	Recognise limitations of knowledge, skills and resources, consult with colleagues as needed, and identify situations in which referral is warranted.	<p>Graduates need to identify when they need advice, assistance and support from colleagues and when they need to refer a case to others.</p> <p>They should be comfortable consulting with experts both within and outside the veterinary profession.</p>
36	Reflect on personal actions, including inviting and responding to constructive feedback on performance.	The new graduate should invite and appropriately respond to constructive feedback on performance and have an ability to critique their own decision-making processes and their outcomes.
37	Practice time management, including recognising the impact of time management on stakeholders and self.	<p>The new graduate needs to be able to manage their daily time, including being punctual for work obligations. They should recognise the need to allocate additional time for procedures and case workups until they gain confidence and experience in practice.</p> <p>They should prioritise tasks according to importance and urgency.</p>





## DOMAIN 8: FINANCIAL & PRACTICE MANAGEMENT

	Proposed Competency	Context
38	Demonstrate fundamental knowledge of the organisation, management, business principles, and legislation related to a veterinary business(es), including personal financial management.	<p>The new graduate should know one's own and their employer's responsibilities in relation to employment, professional and public liability.</p> <p>They should comply with workplace health and safety legislation, professional standards, protocols and policies of the business.</p> <p>Basic financial concepts should be understood, including an awareness of how fees are calculated and how income, overheads, and other expenditure effect the running of a veterinary business. Graduates should be able to contextualise their contributions to practice profitability and operations.</p> <p>They should have a basic awareness of personal finance and debt management.</p>
39	Promote health and safety of patients, clients and colleagues in the veterinary setting, including applying risk management principles to practice.	<p>New graduates must appreciate the conceptual framework of risk assessment and risk management, such that this approach is an inherent component of their practice.</p> <p>They should advocate for the health and safety of themselves and others. They should engage in self-assessment and attend to their mental and physical care and needs.</p> <p>They should be able to recognise signs of stress in themselves and colleagues and appreciate when professional support is appropriate.</p>





## DOMAIN 9: SCHOLARSHIP

*Scholarship is academic study and the knowledge that is obtained from it.*

	Proposed Competency	Context
40	Critically review and evaluate evidence from traditional and digital resources, in support of practising evidence-based veterinary science.	<p>Evidence-based veterinary medicine (EBVM) is fundamental to the practice of veterinary science. New graduates must be able to appreciate the difference in value to be attached to different types of resources (oral, written, digital). They must be able to evaluate a scientific paper, as well as articles in the lay press and online information.</p> <p>As an example, they must be able to recognise commercial and other forms of bias.</p>
41	Contribute, as appropriate, to the advancement and dissemination of veterinary knowledge, to improve the quality of animal care and public health.	<p>Australasian graduates are expected to apply professional-level research skills as part of their degree (i.e., aligned to AQF8-9 levels). The principles learned are applicable in the practice of EBVM.</p> <p>Graduates may contribute to dissemination of veterinary knowledge in many ways, for example, participating in clinical research studies or creating client education factsheets.</p>



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