



Phase 2 Consultation

AVBC Day One Competencies Review

Submission of the
Australian Veterinary Association Ltd

20 September 2022

The Australian Veterinary Association (AVA)

The Australian Veterinary Association (AVA) appreciates the ability to contribute to the review of the Australian Veterinary Board's Council Day One Competencies, which set out the expectations of veterinary graduates and have longer term impact on their veterinary careers.

The AVA is the national organisation representing and supporting veterinarians in Australia. The AVA consists of over 8500 members who come from all fields within the veterinary profession. Clinical practitioners work with companion animals, horses, production animals, wildlife, laboratory animals, working animals and aquatics. Government veterinarians work with our animal health, public health and quarantine systems while other members work in industry for pharmaceutical and other commercial enterprises. We have members who work in research and teaching in a range of scientific disciplines. Veterinary students are also members of the Association.

The AVA through consultation of veterinary members across the profession has reviewed the revised draft of the Day 1 competencies provided by the AVBC and are pleased to offer the following comments.

Summary by the Australasian Veterinary Boards Council (AVBC)

The Australasian Veterinary Boards Council (AVBC) began a review of the approved accreditation standards ('the standards') for entry-level programs in early 2022. The standards are used to evaluate veterinary education and training programs that lead to general registration as a veterinarian in Australia and New Zealand. In parallel to that project, a review of AVBC's Day One Competencies (D1Cs) (previously known as AVBC Attributes of Veterinary Graduates) also commenced. The review of the D1Cs is being conducted by a Task Group appointed by AVBC.

In Phase 1 of the D1Cs review, AVBC invited stakeholders of veterinary services and veterinary education across Australia and New Zealand, to comment on the first draft of new competencies that were created by the Task Group. The outcomes of this first phase have influenced the second draft of new competencies for this Phase 2 of consultation. Your feedback is now sought on specific aspects of the second draft.

Feedback to questions

Representation

1. Professional Organisation: The Australian Veterinary Association
2. The AVA represents veterinarians of all disciplines:
 - Private Practice (Veterinarian)
 - Veterinary Student
 - Education
 - Research
 - Government
 - Veterinary Industry
 - Other



D1Cs Review - Second Draft

Comments are only provided for the suggested areas of change.

3. Does the Introduction adequately convey the scope and intent of this document?

Yes

The AVA appreciates the addition of context to the Day 1 competencies, which clearly explains difference between Day 1 and the continued acquisition of competence throughout career.

Also, the overarching nature but intended alignment of AVBC competencies with those of Australian Veterinary Education Establishments (VEE) and international veterinary accreditations.

4. Domain 1 (Clinical Reasoning & Decision-Making):

Competency 9:

*New graduates should **learn to** ~~understand how to~~ apply digital technologies, including telehealth and real-time health monitoring **appropriate to their clinical setting**.*

Suggestion: alternative wording as new graduates may not have had experience in technologies used in clinical setting, which vary widely across the veterinary profession.

5. Domain 2 (Individual Animal Care & Management):

Competency 16:

*Perform a systematic gross post-mortem examination **with attention to personal and staff safety**, and report findings as appropriate.*

6. Domain 3 (Animal Population Care & Management):

Competency 17:

*Assess and advise **at individual and population level** clinical and production factors such as the physical condition, welfare, nutritional status and associated management factors of a group of animals.*

Competency 18:

*Apply **principles** of population medicine ~~principles~~ and epidemiological skills to solve veterinary problems in compliance with legal regulations and economic realities.*

Competency 20:

*Recognise suspicious signs of reportable **biosecurity risks** (endemic, ~~and~~ exotic and zoonotic diseases) and take appropriate action, including notifying the relevant authorities.*

Competency 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.

Is 'Advise on' achievable on Day 1? Perhaps 'Be aware of' or 'Learn to'?

7. Domain 4 (Veterinary Public Health):

Competency 22:

*Use One Health principles to determine veterinary **practice** ~~Practise veterinary science using One Health principles~~, including promoting the health and safety of people and sustainability of the environment.*

Suggestion: Using 'veterinary practice' avoids the variation of terminology (veterinary medicine or veterinary science) and is inclusive of both clinical and non-clinical disciplines.

8. Domain 5 (Communication):

AVA agrees

9. Domain 6 (Collaboration):

Competency 28:

*Demonstrate inclusivity and cultural competence, particularly in relation to First Nations peoples **and culture**.*

Suggestion: for wording in context:

10. Domain 7 (Professionalism & Professional Identity):

Competency 34:

'Engage in self-directed learning, continuing professional development and career planning, acknowledging the need for self-care in the context of high requirement of competency.'

Suggestion: for an acknowledgement of the need for self-care in the context of high requirement of competency, particularly given the challenges of resource within the veterinary profession.

11. Domain 8 (Financial & Practice Management):

Competency 38:

Demonstrate fundamental knowledge of the organisation, management, business principles, and legislation related to a veterinary business(es). ~~including personal financial management.~~

Context:: ~~They should have a basic awareness of personal finance and debt management.~~



Suggestion: Is 'Demonstrate' achievable on Day 1? Perhaps 'Develop' or 'Be aware of' or 'Learn to demonstrate' or 'Familiarise yourself with'?

The financial challenges of the veterinary profession due to the requirements of regulation and limitations of financial resource, is a complex and long-standing problem of the veterinary profession.

Explanation:

The coupling of financial challenge with high requirement for competency, creates unique challenges experienced in all career stages and in most areas of clinical and non-clinical veterinary practice. This contributes to significantly challenging working conditions and mental ill-health throughout the profession.

It is unreasonable to highlight personal finance and debt management where low income, high educational debt and high competency requirements are placed upon new graduates, without acknowledging that this challenge, is not an individual lack of competency, but a profession-wide concern.

AVA suggests removing this reference to personal finance and debt management and to include a reference to the need for self-care in the context of challenging profession-wide working conditions and requirements of high levels of competency.

Competency 39:

*Promote health and safety of patients, clients, colleagues **and themselves** in the veterinary setting, including applying risk management principles to practice.*

12. Domain 9 (Scholarship):

Competency 40:

*Critically review and evaluate evidence from traditional and digital resources, in support of ~~practising~~ evidence-based veterinary **practice-science**.*

Suggestion: Using 'veterinary practice' avoids the variation of terminology (veterinary medicine or veterinary science) and is inclusive of both clinical and non-clinical disciplines.

Competency 41:

Contribute, as appropriate, to the advancement and dissemination of veterinary knowledge, to improve the quality of animal care and public health.

Context:

Graduates may contribute to dissemination of veterinary knowledge in many ways, for example, participating in clinical research studies or creating client education factsheets.

Suggested wording: *An awareness of improving the quality of animal care and public health through veterinary information.*

Explanation:

AVA agrees with a graduate being competent to contribute to the advancement and dissemination of veterinary knowledge within a veterinary role. However, AVA disagrees with the context as



resourcing the requirement of improving the quality of animal care and public health is a matter for public policy.

There should be consideration of the obligation for public good being placed onto veterinarians rather being resourced by the government.

Conclusion

The AVA appreciates that the feedback from Phase 1 has been well considered and incorporated into the revised competencies. Contextualizing is an excellent addition and provides clarity of expectation.

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