

Veterinary Education Review: Recommendations

1	<p>AVBC and VSAAC (along with international regulatory partners where appropriate) work with veterinary schools to:</p> <ul style="list-style-type: none"> • Review the accreditation process to remove requirements that duplicate the many other accountability and quality assurance processes of Australasian universities. • Review the necessity and cost-effectiveness of each accreditation requirement in the light of the desired learning outcomes, and • Accelerate the transition from assessing teaching inputs to assessing learning outcomes as the principal basis for accreditation of veterinary programs.
2	Veterinary schools widen their mainstream admissions process to select students on a broader range of excellence, equity and diversity than solely academic achievement, and collaborate on admissions research to evaluate new approaches.
3	Veterinary schools consider supplementing the mainstream admission process with an additional entry pathway targeting applicants committed to rural and/or government veterinary practice, subject to demand.
4	The AVBC establish a universal veterinary registration database in Australia and work with the AVA to undertake an annual workforce survey.
5	The core of veterinary curricula remain based on a broad but integrated body of knowledge, principles and skills that equip students with the potential to transition between different career paths within the veterinary profession.
6	Veterinary schools continue to engage in collaborative educational research nationally and internationally.
7	Veterinary schools continue to create space in the curriculum for professional skills development and conversations on wellbeing and self-care. Interventions should be evaluated and results shared across the veterinary education community and wider profession.
8	Veterinary schools progressively expand the proportion of the curriculum devoted to 'tracking' to produce new graduates with higher levels of proficiency (including technical skills) in their chosen early-career paths.
9	AVBC / VSAAC continue to review the extent to which the accreditation standards permit increased tracking.
10	Veterinary professional associations and schools explore veterinary apprenticeship models which might be relevant to Australasia and the cost-sharing options which might facilitate them.
11	Veterinary schools continue to incorporate a more diverse set of career pathways into their structures.
12	Veterinary schools continue to explore further opportunities for explicit constructive and effective collaboration with the wider profession in relation both to the curriculum and transition to the profession.
13	Each veterinary school consider the 'fit' of structural reform opportunities identified in this report with their own strategic context and operating environment.
14	All eight universities with veterinary schools jointly contribute to a shared strategic-change fund to unlock effective veterinary school resource-sharing models.

15	The Australian Government should move quickly to increase the funding rate per veterinary EFTSL by at least 30% – and, where relevant, lift the maximum basic grant funding of universities to accommodate this increase in revenue. The NZ Government should similarly adjust its grant funding for veterinary EFTS.
16	Governments consider providing a clinical training loading for a designated number of veterinary students' clinical training in priority areas.
17	Both Australian and NZ Governments should continue to facilitate international veterinary student access via favourable immigration settings, competitive in-study and post-study work rights, and a clear pathway to residency.
18	Veterinary professional associations should assist employers in taking charge of the workplace issues that affect recruitment, retention, and wellbeing and in developing the business and management experience of their members to help hone veterinary business models.
19	Australasian veterinary boards, the AVBC, NZVA and AVA work together to harmonise their graduate mentoring programs and consider making them mandatory.
20	Veterinary schools collaborate with Animal Health Australia and with governments in both Australia and New Zealand to explore and develop their role in upskilling veterinarians for biosecurity and emergency disease preparedness.
21	Governments consider contracting a network of rural veterinary practices to provide teaching and government services in the regions in collaboration with veterinary schools - including the teaching of livestock clinical practice and government veterinary services.
22	The Australian Government extend to veterinarians the student debt relief provided to doctors and nurse practitioners who live and work in rural and remote Australia, via a rural veterinary bonding scheme.
23	Veterinary professional associations develop a lead role in continuing professional development for the profession in collaboration with other providers including veterinary schools.
24	Governments and industry should increase the amount of full-cost funding in animal and public health sector research priorities and encourage co-location of veterinary schools and government research institutions while actively incentivising collaboration.
25	Australasian veterinary schools and their R&D partners collaborate to develop a complementary set of postgraduate education and research programs to address key national, regional, and global needs.