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## WVA POSITION ON DAY ONE COMPETENCIES FOR VETERINARIANS

### WVA POSITION ON GLOBAL DAY-ONE COMPETENCES

At a global level, veterinary professionals must be competent to address issues related to the prevention and control of animal diseases to ensure animal health, animal welfare, public health, and environmental and ecosystem health. Using WOAHA Day-1 Competencies<sup>1</sup> as a foundation, WVA recommends that all veterinary training programs incorporate the following Day-One Competencies along with additional competency frameworks to ensure graduates meet global, regional, and local expectations to be eligible for graduation to be eligible for registration or licensure and successfully enter the veterinary profession.

By the end of the program of education, veterinary students should be able to (at a minimum):

- Connect biological principles and pathological mechanisms underlying animal health and disease;
- Obtain adequate case histories, and properly store and retrieve medical information;
- Recognise clinical manifestations of important animal diseases, both domestic and foreign;
- Complete a thorough clinical examination;
- Properly collect, handle, store, dispatch, post, and discharge clinical specimens for further analysis
- Perform and interpret basic paraclinical analyses on collected specimens
- Humanely euthanize an animal;
- Evaluate clinical presentation, history, and diagnostic data to formulate a diagnosis and treatment plan;
- Apply pharmacological, biological, physical, surgical, environmental, prophylactic, and nutritional therapies to manage or prevent disease;
- Apply principles of epidemiology, zoonosis, food safety, the interrelationship of animals, humans and the environment, and the contribution of the veterinary profession to public health;
- Assess animal husbandry systems and the factors limiting animal health, welfare, and production within these systems ;
- Communicate effectively with clients, colleagues, and authorities;
- Demonstrate professional ethics, including their legal responsibilities, and deliver services to the public in a professional manner;
- Recognise the organisation of veterinary services in their country or governmental jurisdiction of practice, and delivery of national veterinary services as a global public good.
- Differentiate processes used to assess the health status of animals and the safety of animal products for the purpose of transport/export; the process

- of ante and post-mortem risk-based inspection of animals, and of the inspection of animal products; and the drafting of health certificates.
- Apply outcomes of research advancing veterinary knowledge in the areas relevant to delivery of National Veterinary Services (e.g., zoonoses, transboundary diseases, (re-) emerging diseases, epidemiology, animal welfare, veterinary drugs, and biologicals);
  - Continually advance the depth and breadth of technical and professional skills to continuously perform contemporary, high-quality veterinary practice (life-long learning).

## **BACKGROUND**

Veterinary professionals play a central role in the relationship between animals, animal owners, society, and the environment. This role is based on their professional training, knowledge, practical skills, cultural competence, and professional ethics. Veterinary professionals must be objective, independent, and impartial in the discharge of their duties. There should be a clear distinction between the roles of Veterinary professionals and those of veterinary para-professionals. The paraprofessionals are lay persons, with some specific technical training that fulfill an important and supportive role to veterinary professionals in the performance of veterinary services.

Day-One competencies, defined as a minimum combination of knowledge, skills, attitudes, and aptitudes, required for a new graduate veterinary professional, provide a clear distinction between the roles of veterinary professionals and veterinary para-professionals. These competencies provide a foundation for eligibility to be registered or licensed by the relevant Veterinary Statutory Body (VSB) of a country to practice veterinary medicine within the particular jurisdiction. Day-one Competencies have been defined by various statutory bodies and veterinary organisations at global<sup>1</sup>, regional<sup>2,3,4</sup>, country<sup>5,6,7</sup>, and species/specialty<sup>8,9</sup> levels. These various competency frameworks vary from general competencies applicable to all fields of veterinary practice at a global level to specific competencies tailored towards particular professional areas of practice or designed to meet the particular needs of a country or region.

## **THE ROLE OF COMPETENCIES IN VETERINARY TRAINING AND EDUCATION**

The veterinary profession requires a level of education and training that ensures the competence of new graduates whilst recognising that new graduates will require ongoing support and mentoring by experienced colleagues and continuing professional education to further develop their skills and knowledge. Day-One Competencies provide veterinary programs with a framework for curriculum and programmatic assessment design to maintain a contemporary curriculum that balances global standards and local relevance.

Professional accrediting bodies or programmatic evaluation systems utilize competency-based standards to ensure veterinary colleges provide graduates with a minimum level of knowledge, skills, attitudes, and behaviors so employers and the public can trust that graduates are prepared to begin professional practice. Competency-based professional standards should be incorporated across the continuum of education, from veterinary education to continuing education to recertification or licensure.

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