

BVA policy position on UK undergraduate veterinary education

Executive summary

BVA supports well-structured and adequately resourced veterinary education programmes in order to produce a well-respected, adaptable veterinary workforce who are able to take the lead in improving animal health and welfare and public health for the benefit of society.

This document is intended to set out the BVA position on UK undergraduate veterinary education in the context of [the overarching Vet Futures ambition to ensure diverse and rewarding veterinary careers](#), recognising a professional landscape in considerable flux, as well as setting out the BVA position in relation to relevant proposals included in [the ongoing RCVS Graduate Outcomes review](#).

Currently UK veterinary undergraduate programmes are held in high esteem for the high-quality, omnicompetent veterinary surgeons they produce, and UK veterinary schools are internationally recognised for their global excellence in teaching and veterinary research.¹

To sustain and develop the UK's high-quality veterinary education and build long-term capability and capacity in the veterinary workforce, all stakeholders should work together to achieve:

- Selection of students who are most likely to thrive in the workplace and deliver improvements in animal health and welfare;
- Recognition of the full breadth of career pathways available to veterinary graduates with curricula that adequately prepares graduates to enter into diverse areas of work;

Coupled with the breadth of career pathways available to trained veterinary surgeons, the veterinary profession has also experienced rapid change in the environment within which it operates and there has been a shift in the expectations of clients, stakeholders and beneficiaries of veterinary services. The list of clients, stakeholders and beneficiaries of the services the veterinary profession delivers spans pet owners, farmers, industry, Government and other allied professionals [who form part of the vet-led team](#).

Developments within veterinary education should therefore be mindful of the evolving needs and expectations of the veterinary profession from wider society, as well as capacity and capability complexities within the professional landscape.

With this in mind, BVA has set out 50 recommendations pertaining to key areas across the trajectory of veterinary education:

Communicating the breadth of veterinary careers through a whole-system approach

Recommendation 33: Day One Competences and guidance must pay due regard to veterinary surgeons who embark on varied, including non-clinical, career paths.

Recommendation 34: Awareness and training in animal welfare, science, ethics and law (AWSEL) should be integrated across undergraduate curricula.

Recommendation 35: For the veterinary profession to position itself as animal welfare focussed, awareness and training in animal welfare advocacy at undergraduate level should be strengthened.

Recommendation 36: Species/sector-specific veterinary associations should develop guidance on what the 'Day One Competences' look like in their sectors.

Recommendation 37: BVA supports the provision of continued and post-graduate education througho

Supporting equality and diversity in the workplace and educational settings

Recommendation 50: BVA has a role to play in working collaboratively with organisations
STQ recommendation 50: