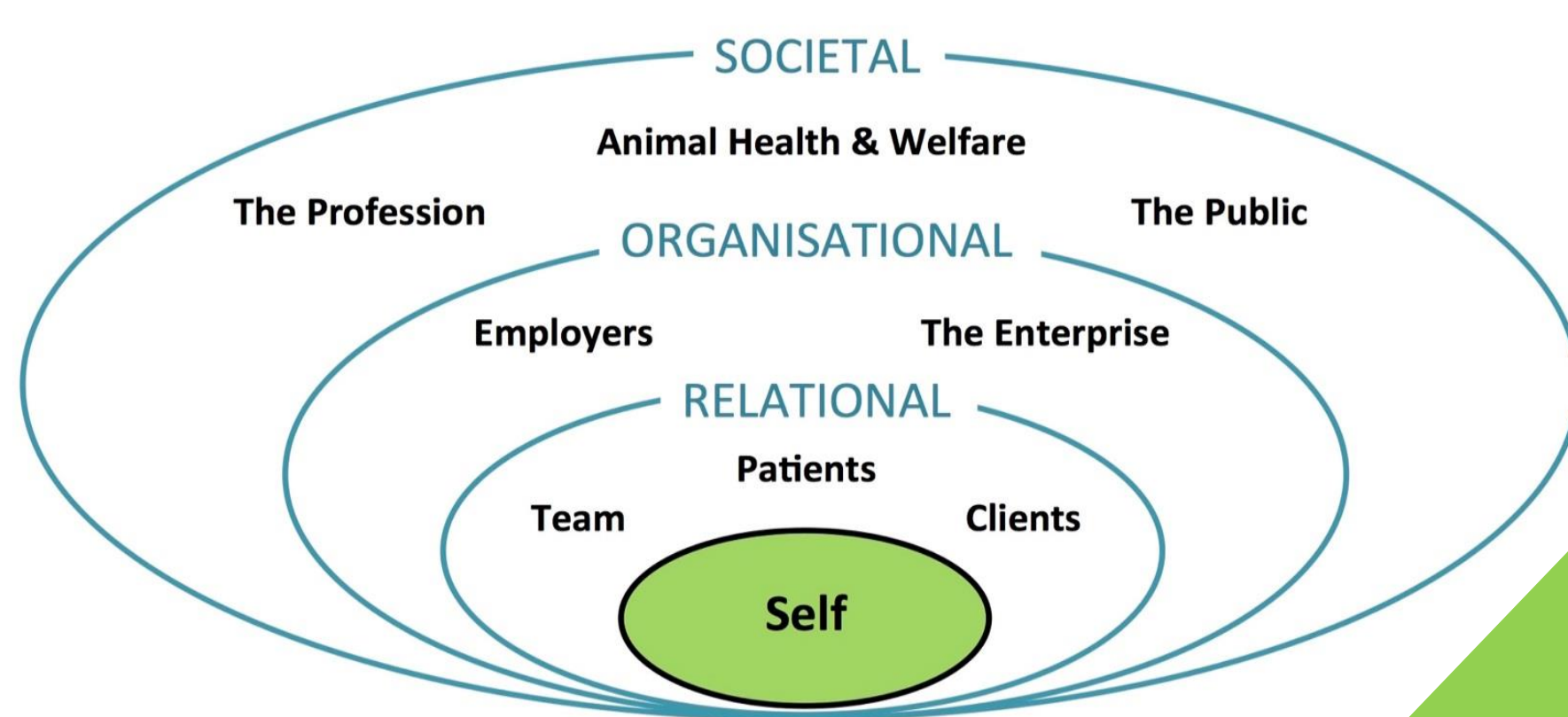




VetSet2Go is a collaborative project to define the capabilities most important for employability and success in the veterinary profession, and create assessment tools and resources to build these capabilities.

Why employability in veterinary education?

- Competence-focussed frameworks have rightly become the backbone of veterinary education. However, their default overarching objective is just that – competence at graduation.
- Threshold graduate competences do not necessarily predict the future *success* and *satisfaction* of an veterinarian in their chosen career path.
- Employability provides a broader focus, by stretching the endpoint, scope and scale of educational outcomes into and beyond the crucial transition to practice period.
- A focus on employability balances the expectations of multiple stakeholders (employers, colleagues, clients, patients, the profession, and the graduate themselves).



Veterinary Employability:

“A set of personal and professional capabilities that enable a veterinarian to gain employment, and develop a professional pathway that achieves satisfaction and success.”

The project

- The VetSet2Go project involves research and development in **Phase 1** to create the **Veterinary Employability Framework**, followed by its pilot application to student learning and assessment in **Phase 2**.
- Mixed methods research is currently underway via a series of subprojects designed to explore the expectations of the many stakeholders in veterinary employability – veterinarians, employers, graduates, clients, industry and the profession.

The project team have so far:

- Interviewed 9 matched pairs of employers and their graduate employees as case studies
- Interviewed 18 employers to explore of the nuances of, and rationale behind, employer perspectives, opinions and decision-making processes
- Initiated a longitudinal study of graduating veterinary students to understand the factors contributing to resilience in the transition to practice, and are currently interviewing them as veterinarians
- Conducted 6 interviews and 8 focus groups with clients to characterise their expectations and explore what underpins positive or negative veterinary experiences
- Developed and piloted survey instruments for large-scale quantitative stakeholder surveys of the capabilities underpinning veterinary employability (*now open*).



Phase 1 2015-2017

Scoping studies

BEME review & other literature searches

What evidence currently exists in the literature for what influences graduate success?

Scholarship review

What scholarship exists around employability, and how does this translate to the discipline?

Subprojects

Case studies

What leads graduate employees to meet employers' expectations, and vice versa?

Employer expectations

What do employers look for in a prospective employee, and why?

Veterinary resilience

What constitutes resilience in the transition to veterinary practice?

Client expectations

What drives client satisfaction with veterinarians, and positive outcomes from their interaction?

Stakeholder perceptions

What do stakeholders perceive to be the most important factors in veterinary employability?

Veterinary employability forum
Early 2017

Veterinary employability framework
What constitutes employability in the veterinary context?

White paper
Early 2017

Phase 2 2017-2018

Dissemination conference

Website

VetSet2Go Resources

VetSet2Go Assessment Tools

Quotes from stakeholder interviews

“[...] you need to be satisfied with work, and that you're doing well at work, but you are also getting the **satisfaction out of your whole life**. Are you able to do hobbies, are you able to see family, see friends, have a social life, whatever that means to you?”—**Recent graduate**

“I guess the important qualities that allow the transition from a student to a vet are **resilience** and knowing that you've got to persist.”—**Recent graduate**

“The ability to **manage stress** and not bleed it out onto others is important.”—**Employer of a recent graduate**

“You could probably learn **humility** [...] I reckon it's probably one of the most important things, and that points to **teamwork**, and points to not thinking that you know everything.”—**Employer of a recent graduate**

“You need the brains but we've got to get away from this neurotic sort of individual [where] everything must be perfect; in fact, it isn't perfect and they will all end up breaking down because life isn't perfect, practice isn't perfect, things will die, clients will disagree with you, you will do your best and it will be the wrong thing and if you can't cope with that you will end up having a breakdown. So **perfectionism** is something we need to be very careful about.”—**Employer of a recent graduate**

“I had a situation with him [my equine vet] that I had some notion of what I could do and sort of bounced it off him and I got a, ‘Yes ma'am that'll be fine.’ That wasn't what I was expecting. **What I wanted was to discuss it with him**, not for him to say, ‘Yes that'll be fine.’ Yes that'll be fine I don't want. I want somebody to actually explain to me why that's fine.”—**Client**



Veterinary Employability Forum

Held from 8-9 February 2017 at Peppers Salt Resort & Spa in Kingscliff NSW on the Tweed Coast, this inaugural event will assemble VetSet2Go's evidence and convene an expert Delphi panel to deliberate on the key elements and dimensions of a veterinary employability framework. [Register now via our project website.](#)

www.vetset2go.edu.au | www.vetset2go.ac.uk

Project Leader
 A/Prof. Martin Cake (*Murdoch*)
 Email: M.Cake@murdoch.edu.au
leader@vetset2go.edu.au
 Tel: +61 8 9360 2175

Project Administrator
 Email: admin@vetset2go.edu.au

Twitter: [@vetset2go](https://twitter.com/vetset2go)

Support for this project has been provided by the Australian Government Office for Learning and Teaching. The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

Copyright © 2016 VetSet2Go