



Veterinary Technician Program Standard

The approved program standard for the Veterinary Technician program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology. (MTCU funding code 51603)

Ministry of Colleges, Universities, Research Excellence and Security
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Introduction

This document is the Program Standard for the Veterinary Technician program of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 51603).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges, Universities, Research Excellence and Security has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by Colleges of Applied Arts and Technology across the province of Ontario. Each program standard for a postsecondary program includes the following elements:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question),
- [Essential employability skills](#) (the essential employability skills learning outcomes which apply to all programs of instruction); and
- [General education requirement](#) (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government of Ontario determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Colleges, Universities, Research Excellence and Security will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Veterinary Technician Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Colleges, Universities, Research Excellence and Security](#).

Vocational standard

All graduates of the Veterinary Technician program have achieved the [eleven vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

The Veterinary Technician program integrates complex knowledge, skills and attitudes that are necessary to perform safely, competently, and efficiently as a veterinary technician in a variety of care settings such as private clinics, animal hospitals, zoos and wildlife rehabilitation centers, and research laboratories. Veterinary technicians may also choose non-traditional work environments such as food inspection agencies, diagnostic laboratories, and pharmaceutical companies. These diverse settings allow veterinary technicians to work with diverse types of animals, from domestic pets, farm animals, horses to exotic species, and contribute to animal healthcare in numerous capacities.

Veterinary technicians demonstrate a high level of accuracy, responsibility, and accountability as well as a deep sense of caring and compassion towards the animals entrusted to them. Graduates will have had a strong clinical and field setting component in their programs during which they have exhibited the ability to work effectively with patients and others toward the goal of health and well-being for patients.

Veterinary technicians perform a wide range of duties, including medical **procedures**, laboratory work, patient care, nursing care, consultation and client education and hospital management. They possess extensive knowledge in anatomy and physiology, anesthesia and analgesia, nutrition, animal welfare and behavior, pharmacology and zoonotic disease prevention.

Graduates of veterinary technician programs use critical-thinking and problem-solving strategies to accurately and competently assess and reassess patients, interpret and prioritize significant patient findings, and implement and evaluate the effectiveness of the patient management strategies used.

Since the field of veterinary medicine is constantly evolving and current trends are emerging, graduates must have developed plans to enhance their professional skills, maintain currency within the veterinary care sector, and prioritize their personal health and well-being. With work experience, graduates may choose to pursue a Veterinary Technician Specialist designation in one of many specialized areas such as emergency and critical care, internal medicine, physical rehabilitation, etc.

The practice of the veterinary technician requires the ability to act independently, simultaneous with the ability to work collaboratively with patients, veterinarians, clients, and other allied health care personnel. Being able to effectively communicate with patients and families is critical to the role. Additionally, graduates are responsible for accurate and complete documentation related to care. Finally, graduates of the Veterinary Technician program have demonstrated the ability to practice safely and ethically, and comply with current legislation, standards, and best practice **guidelines**.

[See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes Veterinary Technician (Ontario College Diploma)

The graduate has reliably demonstrated the ability to:

1. Perform daily office, hospital, or facility tasks in compliance with established **protocols** and animal care **standards**.
2. Communicate and collaborate with clients and **intraprofessional** veterinary team members in routine and complex situations to promote collaborative patient-centered care.
3. Perform husbandry and **therapeutic techniques** to promote animal well-being and ensure care options that are in the interest of both the animal and the owner.
4. Perform patient assessments to obtain accurate and reliable medical information.
5. Prepare and dispense pharmaceutical products with accuracy and administer them to patients using accepted **protocols**.
6. Collect, handle, and analyze specimens to provide essential medical data used for diagnostic and **therapeutic** purposes.
7. Produce diagnostic quality imaging, in compliance with health and safety **standards**, to achieve accurate results.
8. Evaluate and implement patient care strategies to assist the veterinarian during surgical **procedures**.
9. Develop self-management strategies and apply evidence-based practices to support professional growth and improve the quality of care.
10. Assist the veterinarian with oral health assessments and **treatments** of animals to prevent disease and maintain the patient's state of health.
11. Deliver and manage patient anesthesia and analgesia, under the direction and supervision of the veterinarian, to ensure safe patient recovery.

See Glossary

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: perform daily office, hospital, or facility tasks in compliance with established **protocols** and animal care **standards**.

Elements of the performance

- a. schedule appointments, admit, discharge and triage according to client, patient and facility needs.
- b. communicate with clients and other veterinary professionals via telephone, electronic or in-person contact in a clear, concise and professional manner.
- c. document, update, and maintain client/patient records, radiographs, lab reports, and other required documentation, in compliance with regulatory **guidelines** and veterinary office **procedures**.
- d. use productivity and veterinary practice management software to ensure efficient and secure management of office **procedures** and client communication.
- e. manage inventory according to established **protocols**.
- f. use appropriate disposal **protocols** for hazardous and biohazardous materials.
- g. maintain appropriate sanitation and nosocomial **protocols** for a veterinary facility, including patient and laboratory areas.
- h. adhere to the legal boundaries and scope of practice applicable to veterinary health care team members.
- i. commit to high quality patient care at all times.
- j. apply industry-standard **guidelines** to ensure integrity of data.
- k. understand roles of veterinary and professional regulatory agencies.
- l. use correct veterinary medical terminology and abbreviations.

[See Glossary](#)

2. The graduate has reliably demonstrated the ability to: communicate and collaborate with clients and **intraprofessional** veterinary team members in routine and complex situations to promote collaborative patient-centered care.

Elements of the performance

- a. communicate in a clear, concise and professional manner in oral, written or electronic form.
- b. prepare communications to promote services and to inform clients (e.g., announcements, handouts, social media posts).
- c. share relevant information with clients, members of the interprofessional health care
- d. team and external partners.
- e. consult with team members to establish or review the plan of care and to promote continuity.
- f. respond to client concerns with timeliness to support informed consent and foster trust and reassurance that the animal's care and well-being are a priority.
- g. provide client education by various means in a clear and accurate manner (e.g., nutrition, post-surgical management, pain management, etc.).
- h. apply crisis intervention and grief management **techniques**.
- i. apply conflict management and **de-escalation techniques** to navigate delicate or challenging situations.
- j. understand the legality of the veterinarian-client-patient relationship and informed consent.
- k. demonstrate professionalism with clients, fellow staff members and all other members of the veterinary team.

[See Glossary](#)

3. The graduate has reliably demonstrated the ability to: perform husbandry and **therapeutic techniques** to promote animal well-being and ensure care options that are in the interest of both the animal and the owner.

Elements of the performance

- a. understand the principles of the spectrum of care approach by recognizing that care options for an animal or group of animals will be influenced by many factors (e.g. knowledge and skill of the veterinarian, current scientific evidence, culture and available resources; owner(s)' goals, values and resources).
- b. perform grooming **techniques** that promote animal comfort, hygiene, and well-being while maintaining safety and **low-stress** handling practices.
- c. perform microchip scanning and implantation under the supervision of a veterinarian.
- d. implement sanitation **procedures** for animal holding and housing areas to ensure optimal environmental conditions.
- e. establish and maintain the patient's nutritional requirements for general health or in response to a condition or disease.
- f. recognize clinical signs of toxicity and respond appropriately.
- g. administer parenteral medications according to the prescribed route (i.e., subcutaneous, intramuscular, intradermal, intramammary, intravenous).
- h. administer enteral medications appropriate to the species (i.e., oral, gastric intubation, nasogastric intubation).
- i. administer topical medications.
- j. perform ocular diagnostic tests, including tonometry, fluorescein coloration and Schirmer tear test.
- k. perform catheter placement in dogs, cats, and large animals using species-appropriate **techniques** that prioritize patient safety, comfort, and procedural accuracy.
- l. administer enemas using safe and **low-stress techniques**.
- m. assess patient hydration status and administer fluid therapy as needed, using appropriate delivery systems (i.e., subcutaneous fluids, intravenous and indwelling catheters, fluid infusion rates) while accurately monitoring infusion rates and patient response.
- n. apply and remove bandages, splints and casts.
- o. apply wound and abscess care.
- p. apply physical therapy modalities and alternative **therapies** (e.g., hydrotherapy, post-operative, orthopedic, neurological, care of recumbent patient).
- q. apply established **protocols** and perform critical care in response to veterinary medical emergencies.
- r. apply restraining and transportation **techniques** in a low **stress** manner for various species.
- s. perform oral dosing or auricular **treatments**.
- t. identify clinical signs of common and zoonotic diseases and contain modes of transmission, if required.
- u. recognize signs of stress and pain, and respond accordingly.

- v. recognize normal and abnormal patterns in behaviour.
- w. develop and apply enrichment-related activities that benefit the animal's well-being.
- x. operate and maintain standard veterinary medical equipment following health and safety regulations and in accordance with veterinary profession **standard**.
- y. apply the federal, provincial and local animal welfare regulations.

[See Glossary](#)

4. The graduate has reliably demonstrated the ability to: perform patient assessments to obtain accurate and reliable medical information.

Elements of the performance

- a. apply appropriate **low-stress** handling and restraining **techniques** for various animal species.
- b. minimize stress and ensure the safety of both animal and veterinary health team.
- c. obtain an accurate and thorough patient history.
- d. perform comprehensive physical examinations.
- e. assess the patient's behavior and well-being.
- f. assess the animal's nutritional status.
- g. report and deviations from normal to the veterinarian.

[See Glossary](#)

5. The graduate has reliably demonstrated the ability to: prepare and dispense pharmaceutical products with accuracy and administer them to patients using accepted **protocols**.

Elements of the performance

- a. identify classification of drugs, their mechanisms, and clinically relevant side effects.
- b. interpret the veterinarian's prescribed medications.
- c. prepare medications for labeling and dispensing.
- d. perform accurate drug calculations, using weights and measures correctly.
- e. mix solutions accurately.
- f. dispose of hazardous waste in compliance with industry standards.
- g. administer drugs by common parenteral and enteral routes in a safe and effective manner.
- h. observe and monitor the patient's **therapeutic** responses to medication and report any adverse effect to the veterinarian.
- i. describe and safely administer substances including drugs and vaccines.
- j. educate clients regarding common side effects of substances including drugs and vaccines.
- k. file medications.
- l. comply with all federal regulatory **guidelines** for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and **therapeutic** agents, pesticides and hazardous wastes).
- m. store and keep records of controlled substances in compliance with regulations.
- n. provide client education regarding the safety and major uses of drugs, their handling, storage, administration, side effects and interactions.

[See Glossary](#)

6. The graduate has reliably demonstrated the ability to: collect, handle, and analyze specimens to provide essential medical data used for diagnostic and **therapeutic** purposes.

Elements of the performance

- a. identify, operate, and maintain appropriate laboratory equipment in accordance with veterinary **protocols** to ensure accurate diagnostics and reliable laboratory results.
- b. collect, process, label, package, and store diagnostic specimens in accordance with veterinary **protocols** and regulatory **standards** to maintain sample integrity and support accurate diagnostic testing.
- c. identify blood, external and internal parasites.
- d. prepare and collect non-sterile fecal specimens.
- e. collect urine samples of dogs and cats (male and female) and perform cystocentesis of small animals.
- f. perform complete urinalysis, CBC, microscopic exam of blood film, blood chemistry tests, serological tests, microbiological **procedures**/evaluations, coagulation tests and coprological tests.
- g. perform cytological evaluations.
- h. calculate hematological indices.
- i. collect and analyze skin scrapings.
- j. perform a necropsy and collect specimens.
- k. receive, collect, label, record, and attach results.
- l. adhere to all regulatory **guidelines** to ensure that all requirements are met (e.g. health and safety).
- m. implement quality control measures.
- n. ensure the safety of patients, clients, and staff according to government regulatory **guidelines**.

[See Glossary](#)

7. The graduate has reliably demonstrated the ability to: produce diagnostic quality imaging, in compliance with health and safety **standards**, to achieve accurate results.

Elements of the performance

- a. implement and follow recommended radiation safety measures.
- b. use hands-free restraint methods, as needed.
- c. use various analog and digital modalities, including x-ray, ultrasound, tomography and MRI.
- d. use and, e.g., ultrasonographic, endoscopic, CT, MRI.
- e. position patients to obtain high-quality diagnostic imaging.
- f. adapt imaging **techniques** according to species, as directed by the veterinarian.
- g. determine if the resulting image is of diagnostic quality.
- h. perform abdominal or thoracic focused assessment with sonography for trauma (AFAST, TFAST).
- i. complete logs, reports, files and records.
- j. correctly label, file and store digital or analog images.
- k. maintain diagnostic imaging equipment.

[See Glossary](#)

8. The graduate has reliably demonstrated the ability to: evaluate and implement patient care strategies to assist the veterinarian during surgical **procedures**.

Elements of the performance

- a. manage medical records/ and consent documentation in accordance with legal, ethical, and practice **standards**.
- b. review pre-operative patient assessment.
- c. follow **protocols** and **techniques** regarding asepsis.
- d. prepare instruments, equipment, supplies and environment.
- e. sterilize instruments and supplies according to industry **standards**.
- f. assess current patient status, i.e., preanesthetic examination.
- g. organize and prepare equipment for anesthesia.
- h. prepare and maintain anesthetic delivery systems, induce anesthesia, and monitor patients under anesthesia (ALGO).
- i. prepare surgical site using appropriate aseptic **techniques**.
- j. prepare surgical site using appropriate aseptic **techniques**.
- k. position patient for common **procedures**.
- l. palpate the urinary bladder and express if needed.
- m. maintain proper operating room conduct.
- n. assist with care of exposed tissues and organs.
- o. handle and pass instruments and supplies to the veterinarian as required.
- p. operate and maintain suction and cautery machines.
- q. monitor anesthesia throughout the entire **procedure**.
- r. coordinate pain management with the surgical team.
- s. operate and maintain fibre-optic equipment.
- t. perform basic suturing **techniques**.
- u. provide post-operative care such as pain management, fluid therapy, bandaging, etc.
- v. monitor recovery process and report any complications.
- w. perform emergency resuscitation, CPR, chest compressions and first aid as directed by the veterinarian.
- x. document and maintain records.
- y. protect the confidentiality of client and patient information.
- z. perform post-surgical clean-up (equipment, instruments, room, disposal of hazardous medical waste, etc.).

[See Glossary](#)

9. The graduate has reliably demonstrated the ability to: develop self-management strategies and apply evidence-based practices to support professional growth and improve the quality of care.

Elements of the performance

- a. participate in quality assurance practices.
- b. remain current with emerging trends in the field of veterinary medicine.
- c. review, analyze, and apply relevant research and literature.
- d. promote and participate in evidence-based practice.
- e. engage in reflective practice to enhance competence.
- f. employ critical self-assessment to identify ongoing needs.
- g. develop a plan for professional development.
- h. search for opportunities to support continuing professional education.
- i. seek out and use feedback to improve performance, e.g., performance and peer reviews.
- j. engage with relevant professional associations.
- k. promote veterinary medicine and advocate for access to services in the community.
- l. recognize the impact of legislation on the technician's role and scope of practice.
- m. develop and maintain positive working relationships with clients, colleagues, supervisors and community partners.
- n. implement strategies for holistic self-care and well-being.
- o. seek out mentorship and act as a mentor to peers, as needed.

[See Glossary](#)

10. The graduate has reliably demonstrated the ability to: assist the veterinarian with oral health assessments and **treatments** of animals to prevent disease and maintain the patient's state of health.

Elements of the performance

- a. prepare, maintain and sterilize dental equipment and the clinical environment to support safe and effective **procedures**.
- b. perform initial oral examinations, which include medical history and complete clinical assessments.
- c. record findings and chart dental abnormalities.
- d. take x-rays of the entire mouth of the animal.
- e. perform hand scaling, ultrasonic scaling, polishing, and fluoride **treatments**.
- f. assist the veterinarian during dental **procedures** (extractions, surgeries, endodontic **procedures**, etc.).
- g. perform various regional and local anesthetic blocks.
- h. comply with all practices concerning health and safety, including wearing glasses, masks and gloves.

[See Glossary](#)

11. The graduate has reliably demonstrated the ability to: deliver and manage patient anesthesia and analgesia, under the direction and supervision of the veterinarian, to ensure safe patient recovery.

Elements of the performance

- a. maintain and operate anesthetic delivery and monitoring equipment.
- b. calculate accurate dosages of anesthetic-related drugs.
- c. administer anesthetic-related drugs.
- d. place endotracheal tubes in patients.
- e. observe and chart patient vitals and use appropriate equipment to monitor patient status during anesthetic **procedures**.
- f. minimize patient's stress.
- g. evaluate patient and implement pain management **protocols**, as directed.
- h. monitor patient recovery in a consistent manner, respond to any signs of distress and initiate care per **protocols**.
- i. perform resuscitation **procedures** (e.g., calculate and administer anesthetic antagonists and emergency drugs, as directed) CPR, chest compressions and first aid, as needed.
- j. record controlled drugs in appropriate logs.
- k. anesthetize a variety of species.

[See Glossary](#)

Glossary

De-escalation technique: a set of purposeful verbal and non-verbal communication strategies used to calm down a tense or potentially aggressive situation.

Guidelines: are systematically developed recommendations that assist veterinarians and veterinary teams in making informed decisions about patient care. They are based on the best available scientific evidence and expert consensus.

Key characteristics of guidelines

- Evidence-based: drawn from clinical research, case studies, and expert opinions
- Standardized: promote consistency in care across practices
- Adaptable: can be tailored to individual patient needs and practice settings
- Educational: help veterinary professionals stay current with best practices.

Intraprofessional: a group of professionals from the same profession working together on a task or service.

Low-stress technique: focuses on minimizing anxiety and fear in animals during exams and procedures. This involves understanding animal behaviour, creating a calm environment, using gentle handling techniques, and employing positive reinforcement. The goal is to make vet visits less traumatic for pets and their owners, fostering trust and cooperation.

Non-conventional therapy: Non-conventional therapy is defined as treatment and/or care that exists outside of conventional veterinary medicine. When non-conventional therapies are used in combination with conventional veterinary medicine, they are considered as integrative therapies. When they are used instead of conventional veterinary medicine, they are considered as alternative therapies.

Perioperative care: refers to the comprehensive care provided before, during, and after a surgical procedure. It encompasses three main phases: preoperative (patient preparation), intraoperative (care provided during surgery), postoperative (recovery including pain management, monitoring for complications and rehabilitation).

Procedure: a specific course of action or a series of steps taken to diagnose, treat, or prevent disease or injury in animals. These actions can range from simple diagnostic tests to complex surgical interventions. Procedures are typically protocol-driven and may involve multiple techniques.

Protocol: a written, detailed procedure or set of instructions that outlines the specific steps to be followed in a particular situation, such as a treatment, procedure, or management plan. Protocols ensure consistency, efficiency, safety, and quality patient care by providing a standardized approach for veterinary teams.

Standard: a benchmark for expected behaviour and/or action that is accepted within a

particular sector, including professions.

There are two main types of standards that the veterinary team will encounter in their practice:

1. standard of practice (e.g., published policies, peer reviewed literature, clinical guidelines, and accepted expectations of peers); and
2. standard of care (e.g., expectations related to the veterinarian client-patient relationship, informed client consent, medical recordkeeping, prescribing and dispensing, and telemedicine).

Technique: refers to the specific method or skill used to perform part of a procedure. It is more about how (e.g., the method of restraint for an animal) something is done rather than what is done.

Therapeutic: non-surgical treatment serving to cure, or to heal.

Treatment: refers to the overall management plan to cure, control or alleviate a disease or condition in an animal. Its scope includes medical, surgical, nutritional, and supportive care. A treatment may include one of several procedures as part of a treatment or diagnostic plan.

Essential employability skills

All graduates of the Veterinary Technician program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today
- our colleges are well equipped and well positioned to prepare graduates with these skills
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education

Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses or developed through discrete courses. However, these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

Skill category: communication

Defining skills

Skill areas to be demonstrated by graduates:

- reading
- writing
- speaking
- listening
- presenting
- visual literacy

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. respond to written, spoken or visual messages in a manner that ensures effective communication.

Skill category: numeracy

Defining skills

Skill areas to be demonstrated by graduates:

- understanding and applying mathematical concepts and reasoning
- analyzing and using numerical data
- conceptualizing

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. execute mathematical operations accurately

Skill category: critical thinking and problem solving

Defining skills

Skill areas to be demonstrated by graduates:

- analyzing
- synthesizing
- evaluating
- decision making
- creative and innovative thinking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. apply a systematic approach to solve problems.
2. use a variety of thinking skills to anticipate and solve problems.

Skill category: information management

Defining skills

Skill areas to be demonstrated by graduates:

- Gathering and managing information
- Selecting and using appropriate tools and technology for a task or a project
- Computer literacy
- Internet skills

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. locate, select, organize and document information using appropriate technology and information systems.
2. analyze, evaluate and apply relevant information from a variety of sources.

Skill category: interpersonal

Defining skills

Skill areas to be demonstrated by graduates:

- Teamwork
- Relationship management
- Conflict resolution
- Leadership
- Networking

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. show respect for the diverse opinions, values, belief systems and contributions of others.
2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Skill category: personal

Defining skills

Skill areas to be demonstrated by graduates:

- Managing self
- Managing change and being flexible and adaptable
- Engaging in reflective practices
- Demonstrating personal responsibility

Learning outcomes

The graduate has reliably demonstrated the ability to:

1. manage the use of time and other resources to complete projects.
2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Veterinary Technician program must have met the general education requirement described below, in addition to achieving the vocational and [essential employability skills](#) learning outcomes.

Requirement

The [General Education Requirement](#) for programs of instruction is stipulated in the [Credentials Framework](#) in the Minister's Binding Policy Directive Framework for Programs of Instruction.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall

goals of General Education.

Arts in society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

Social and cultural understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person

to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

Personal understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

Science and technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the

human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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