**Title**

Core competencies in Evidence-Based Practice for Health Professionals: consensus statement based on a systematic review and Delphi survey

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**Background**

Evidence-Based Practice (EBP) is necessary for improving the quality of healthcare as well as patients’ outcomes. EBP is commonly integrated into the curricula of undergraduate, postgraduate, and continuing professional development health programs. There is, however, inconsistency in the curriculum content of EBP teaching and learning programs. A standardised set of minimum core competencies in EBP that health professionals should meet has the potential to standardize and improve education in EBP.

**Aims**

To develop a consensus set of core competencies in EBP.

**Method**

We developed a set of EBP core competencies in four stages: (i) generation of an initial set of relevant EBP competencies derived from a systematic review of EBP education studies for health professionals; (ii) a two-round Delphi survey to prioritise and gain consensus on the most essential EBP core competencies; (iii) a consensus meeting to finalise the consensus on the most essential core competencies; and (iv) feedback and endorsement from EBP experts.

**Results**

From an earlier systematic review of 83 EBP educational intervention studies, we identified 86 unique EBP competencies. We conducted a Delphi survey and of 234 people who registered interest, 184 (79%) participated in Round 1 and 144 (62%) in Round 2. We reached consensus on 68 EBP core competencies.

**Conclusion**

A consensus-based, contemporary set of EBP core competencies is presented to inform curriculum development of entry-level EBP teaching and learning programs for health professionals and benchmark standards for EBP teaching.

**References** (If applicable)