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OIE Competency Guidelines for VPPs

The OIE Sub-Regional Virtual Workshop on Veterinary Paraprofessional (VPP)
Competencies and Trainings. 31 March – 1 April 2022



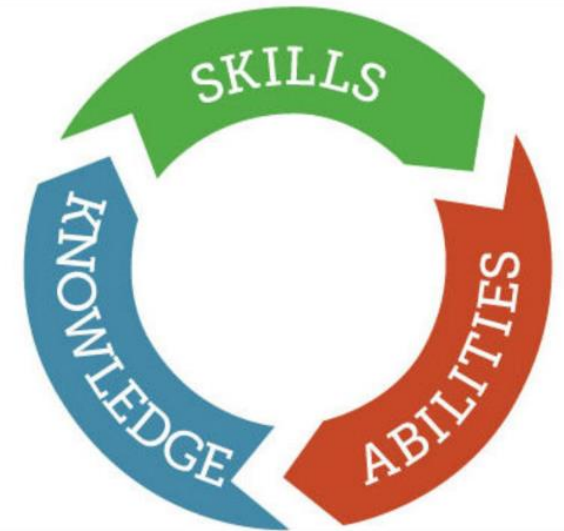
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What is a Competency?

- Something needed for effective performance in the workplace
- Basis of Competency Based Education (CBE)
- Competencies:
 - Knowledge: cognitive abilities
 - Skills: ability to perform specific tasks, technical abilities
 - Attitudes: capacity for learning, emotional intelligence
 - Aptitude: natural ability, experience and prior learning
- Measurable: outcomes that are observable, assessable, recordable
- Applicable: authentic, practical, valued
- Form the basis of Learning Objectives
 - What specific outcome is expected
 - How to define and measure the level of achievement



What is Competency Based Education?

- Students are partners in their own education
 - Empower/make responsible the students – Active Learning
 - → Outcomes based
- Maps to employer/profession/industry needs
- Adaptable, flexible, student-centred
- Varied progression based on outcomes
 - Extra training/support applied where needed, and focussed
 - Those already competent can proceed
- Transferable skills, e.g. critical thinking, problem-solving, creativity, collaboration
- Assessment:
 - Competent/not; mastery/satisfactory
 - Competency checklist, not a summative assessment



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CBE Example – Goat herd vaccination program

Traditional Curriculum

- Defined coursework
 - Microbiology, immunology, population medicine, clinical skills, animal handling
 - Sequenced courses
 - Required length of learning
 - Split of theory and practical training
- Assessment:
 - Summative: marks for questions >50%
 - Primarily knowledge-based
- Basis for “real learning” once in the workplace

CBE Curriculum

- Demonstrate blood collection and vaccination techniques
- Student performs techniques
- Assessment defines them as:
 - “Competent” – move on to next competence
 - “Not competent” – retrain, practice, re-assess
- On completion of the program:
 - Series of ticked off competencies
 - Ready for direct application in the workplace
 - Varying levels of knowledge/theory



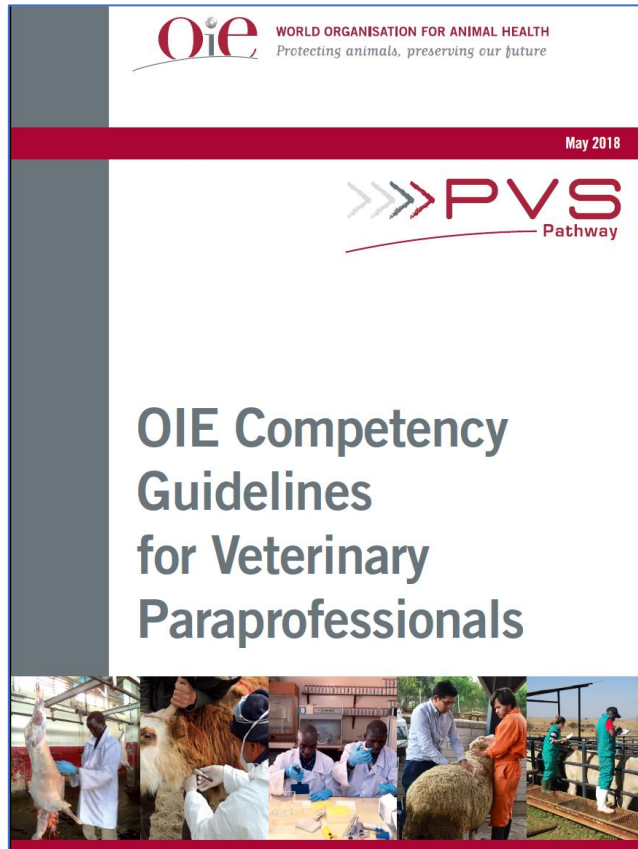
Guidelines Development

- Ad Hoc Group, 2016 – 2019, supported by US DTRA, IIAD
- Collaborative & consultative approach:
 - Diverse group: 11 Member Countries across four OIE Regions
 - Analysis of 25 existing VPP curricula for 14 Member Countries
 - Regional meetings: drafts evaluated in teams
- In-country missions:
 - OIE draft curriculum evaluated against existing programmes
 - Cambodia, Kenya, Afghanistan
- Methods:
 - Curriculum alignment exercise
 - Stakeholder feedback

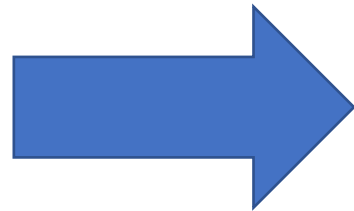


Published OIE Educational Guidelines for VPPs

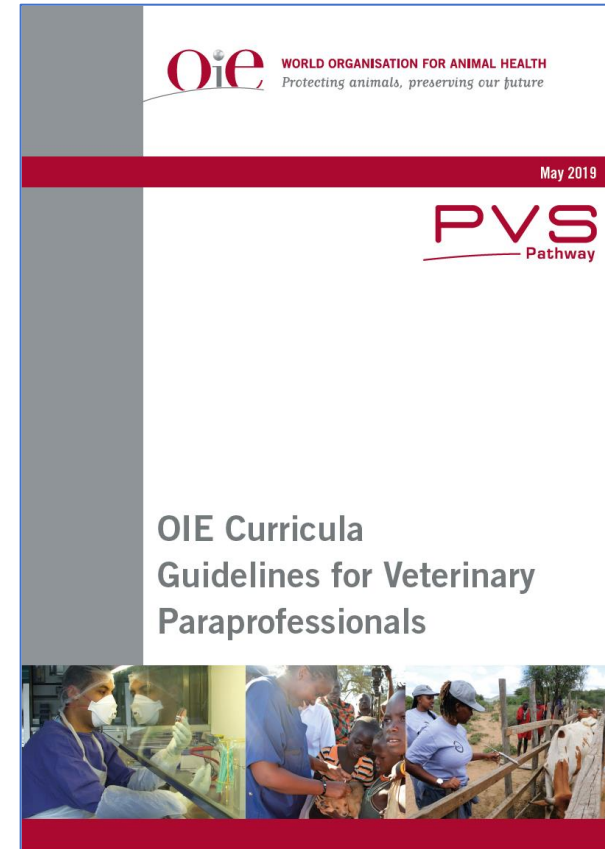
■ Competencies:



Design principles based on workforce needs



■ Curricula:



Classroom representations of the Competencies



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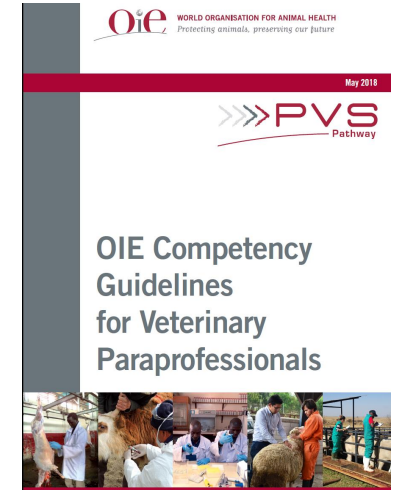
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OIE Competency Guidelines for Veterinary Paraprofessionals

- 48 Competencies
- Tracks
- SoA
 - Categories of competence
- Each SoA includes 2-5 Competencies
 - Knowledge
 - Skills
 - Attitudes
 - Aptitudes

Table 1: Spheres of Activity by VPP track

Sphere of Activity	Tracks of Veterinary Paraprofessionals		
	Lab	Animal Health	Public Health
1. Animal and Veterinary Science		●	●
2. Laboratory Science	●		
3. Biosafety, Biosecurity and Occupational Health & Safety	●	●	●
4. Communication	●	●	●
5. Veterinary Legislation, Policies, Ethics and Professionalism	●	●	●
6. Use and Management of Equipment and Facilities	●	●	●
7. Animal Handling and Animal Welfare	●	●	●
8. Animal Production and Agricultural Economics		●	●
9. Specimen Collection and Sampling	●	●	●
10. Laboratory and Field Testing	●	●	●
11. Laboratory Quality Management	●		
12. Workflow Management	●	●	●
13. Record Keeping, Data Collection and Management	●	●	●
14. Disease Prevention and Control Programmes	●	●	●
15. Veterinary Products		●	●
16. Food Hygiene	●	●	●



Tracks

- Main groups of VPP activity
 - Overlap exists between tracks
 - Vary region to region: needs, authority
 - Competencies importance varies with Track
- Tracks not always distinct or defined in many curricula
 - But represent typical graduation pathways and skill sets



Animal Health



Veterinary Public Health



Laboratory



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Example SoA and Competencies

7. Animal Handling and Animal Welfare

[Tracks: Lab, AH, VPH]

Animal handling means the knowledge and skills to understand the behaviour and needs of animals in order to manage their movement and effectively restrain them in a manner consistent with their behaviour and needs while ensuring the safety and well-being of both the animal and the handler²⁴.

Animal welfare means how an animal is coping with the conditions in which it lives. An animal is in a good state of welfare if (as indicated by scientific evidence) it is healthy, comfortable, well nourished, safe, able to express innate behaviour, and if it is not suffering from unpleasant states such as pain, fear and distress²⁵.

Definitions & terminology linked to TAHC, etc.

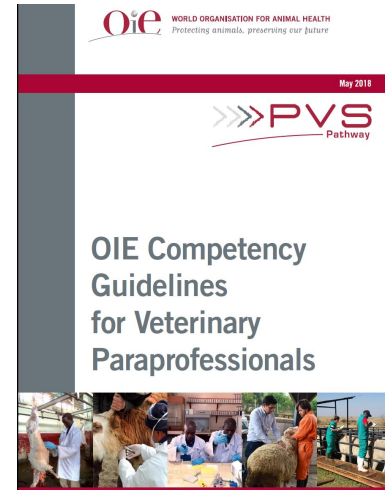
For this sphere of activity, animal handling and animal welfare, VPPs are expected to have the following competencies:

- **Competency 1:** VPPs understand the behaviour of relevant animal species under natural and controlled environments and are competent in the use of techniques and equipment for animal handling to minimise stress and risk during management of animals and delivery of veterinary care.
 - Lab, AH, VPH
- **Competency 2:** VPPs are able to recognise signs of fear, pain, stress and discomfort in relevant animal species in situations involving housing, lairage, restraint, movement, transport and slaughter, and to make suitable recommendations or interventions for alleviating those adverse effects.
 - AH, VPH
 - Advanced: Lab

Relevant Tracks: Core vs Advanced

Definition of SoA

Listed Competencies



Example – Job Description

Veterinary Public Health Track

Scenario 1:
VPPs to work in a meat quality assessment programme



Competency 1: VPPs know the principles of food hygiene

Competency 3: VPPs are able to participate in foodborne disease surveillance and investigations, including conducting interviews, accurately recording information and properly selecting and handling samples for testing.

Expected Tasks	Sphere of Activity	Competency
Organisation of workflow	SOA 12: Workflow Management	12.1, 12.2
Communication with stakeholders	SOA 3: Biosafety, Biosecurity, & Occupational Health & Safety	3.1, 3.2
	SOA 4: Communication	4.1
	SOA 5: Veterinary Legislation, Policies Ethics, and Professionalism	5.1
Meat inspection	SOA 1: Animal and Veterinary Science	1.2
	SOA 16: Food Hygiene	16.1, 16.3
Data collection and recording	SOA 13: Record Keeping, Data Collection, and Management	13.1, 13.2
Sample collection	SOA 3: Biosafety, Biosecurity, & Occupational Health & Safety	3.1, 3.2,
	SOA 6: Equipment and Facilities	6.1/6.2
	SOA 9: Specimen Collection and Sampling	9.1, 9.2, 9.3
	SOA 16: Food Hygiene	16.1, 16.3

Group Exercise: Develop job descriptions based on competencies

Please refer to the:

- Attendee Instructions Word document
- Competency Exercise Templates spreadsheet
- Aim: to determine the most appropriate competencies for the tasks required for the VPP position
 - Based on VPP Tracks (AH, VPH, Lab) – each group to choose a Track
 - Drag and drop the most appropriate Competence from the blue list into the associated position task in the green list

VPP The OIE Sub-Regional Virtual Workshop on
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Group Exercise: Develop job descriptions based on competencies

Instructions for Attendees
The aim of this exercise is to determine the most appropriate competencies for the tasks required for the VPP position. On the spreadsheet template, you'll find:

- In green, the position description, including a list of associated tasks. There is one of these for each Track; Animal Health (AH), Veterinary Public Health (VPH) or Laboratory (Lab).
- In blue, the list of Competencies from the OIE Guidelines. These are clustered by their Sphere of Activity, and most relevant Tracks are also indicated.

For this task, please do the following:

1. The group decides which Track (AH, VPH, or Lab) they like to work on.
2. Select the sheet that corresponds to your group's Track (AH, VPH, or Lab).
3. Read the Job Description, and associated Tasks, and ensure you understand what is expected of the VPP undertaking this role.
4. Scan through the list of available Competencies. The Sphere of Activity and Track columns can guide you as to appropriate Competencies for each Task.
5. For each Task, drag and drop the most appropriate Competency cell to the Competency list to the Competency cells in the Position Description.
6. For this exercise, we will select just 3 Competencies for each life, there could be more, or less). Select any one Competency cell to the Competency list to the Competency cells in the Position Description.
7. Note that the first Expected Task competencies have already been provided as an example.
8. Note that there are no right or wrong answers – we just want to know what Competencies would be most relevant, in your opinion.
9. Please have this done for each of the Tasks within 25 minutes of the start of this exercise.
10. On completion of the exercise, we will select one or two of the most appropriate Competencies for demonstration to the workshop audience.

Job description	Expected Tasks	Competencies	Sphere of Activity	Competency	Tracks
<p>Avian Influenza Virus (AIV) currently exists in country X, but risk analyses performed by the government veterinary services report it is very likely to enter the country soon. The most likely point of entry is through movement of pig across country borders due to illegal trade. The government wants to assemble response teams of animal health workers that can undertake surveillance of the ASF, monitoring the illegal movement of pigs, and rapid response in the event of an outbreak. The teams will consist of veterinarians and VPPs and need to be able to communicate effectively with the rural community, including to combat illegal trade and recognise and report the clinical signs of ASF.</p>	1. Epidemiological surveillance for ASF	<p>2.1 VPPs know the fundamentals of veterinary science and are able to examine animals, assess their environment and interview animal keepers, recognise signs of health and disease, identify common non-infectious and infectious diseases, including zoonoses, differentiate among similar diseases, evaluate zoonoses and support reproduction and herd health management.</p> <p>2.2 VPPs know the fundamentals of veterinary science and are able to examine animals, assess their environment and interview animal keepers, recognise signs of health and disease, identify common non-infectious and infectious diseases, including zoonoses, differentiate among similar diseases, evaluate zoonoses and support reproduction and herd health management.</p> <p>2.3 VPPs know the principles of biosecurity and biosafety and are able to advise on preventing human or animal exposure and spread from accidental or intentional release of biological agents and materials in laboratory, farm, processing plant, market and other settings where such risks might occur. VPPs conduct their duties in accordance with these principles and in compliance with relevant laws, regulations and policies.</p> <p>2.4 VPPs are able to participate in national disease prevention and control programmes, including the reporting of notifiable diseases, collection of basic epidemiologic field data, disease surveillance activities and support of disease investigation and control efforts, including communication with stakeholders.</p>	1. Animal and Veterinary Science	2.1 VPPs know the fundamentals of veterinary science and are able to examine animals, assess their environment and interview animal keepers, recognise signs of health and disease, identify common non-infectious and infectious diseases, including zoonoses, differentiate among similar diseases, evaluate zoonoses and support reproduction and herd health management.	AH, VPH, Lab
	2. Extension activities to raise awareness of ASF in local communities		4. Communication	4.1 VPPs know the principles of effective communication and possess the communication skills necessary to carefully listen to and be clearly understood by clients, colleagues and other stakeholders and to deliver extension services.	AH, VPH, Lab
	3. Mass culling of pigs and destruction of carcasses		7. Animal Handling and Animal Welfare	7.1 VPPs understand the behaviour of relevant animal species under normal and controlled environments and are competent in the use of techniques and equipment for animal handling to minimise stress and risk during management of animals and delivery of veterinary care.	AH, VPH, Lab
			5. Veterinary Legislation, Policies, Ethics and Professionalism	5.2 VPPs are able to cite the relevant laws, regulations and policies that provide the legal justification for any actions they are taking which may affect the rights and property of interested parties.	AH, VPH, Lab
			6. Use and Management of Equipment and Facilities	6.2 VPPs are able to properly maintain, clean, disinfect and store all equipment used.	AH, VPH, Lab
			14. Disease Prevention and Control Programmes	14.3 VPPs are able to participate in national disease prevention and control programmes, including the reporting of notifiable diseases, collection of basic epidemiologic field data, disease surveillance activities and support of disease investigation and control efforts, including communication with stakeholders.	AH, VPH, Lab



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