

A paved walkway in a park with a large university seal on the ground. The seal features a central emblem with a book and a torch, surrounded by the text 'THE UNIVERSITY OF THE PHILIPPINES' and 'DISCIPLINA'. The year '1907' is also visible at the bottom of the seal.

## **Progression of VEE Curriculum Assessment (AID-1C Project) in South-East Asia**

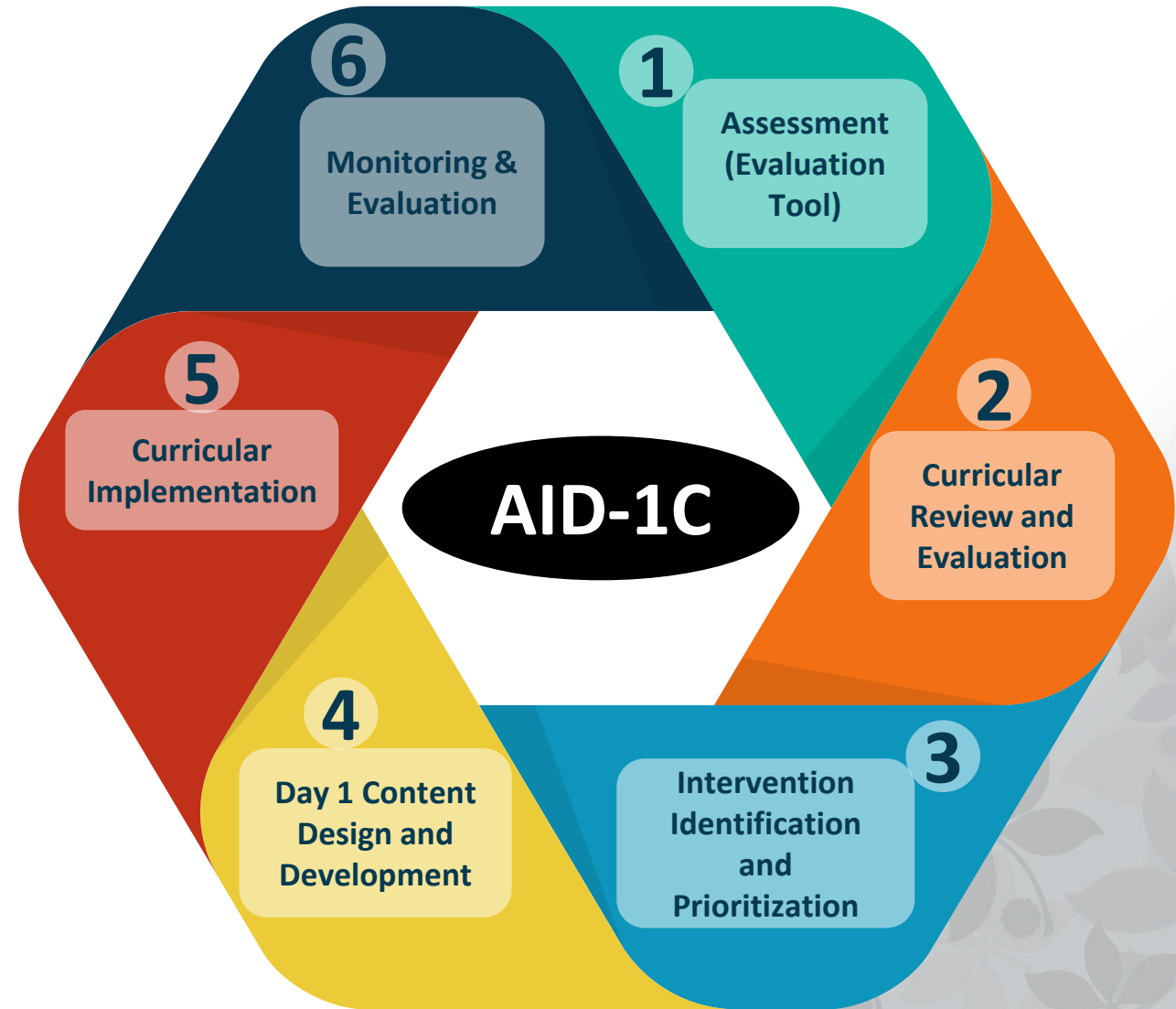
Virtual Workshop on the Way Forward of VEEs and VSBs  
in South-East Asia

*27 February 2023*

# Points to Covered

- Present an update of the curriculum assessment process
- Incoming ***Data Interpretation Workshop*** (March)
- Start identification of the VEEs that are ready to implement the evaluation in their institution

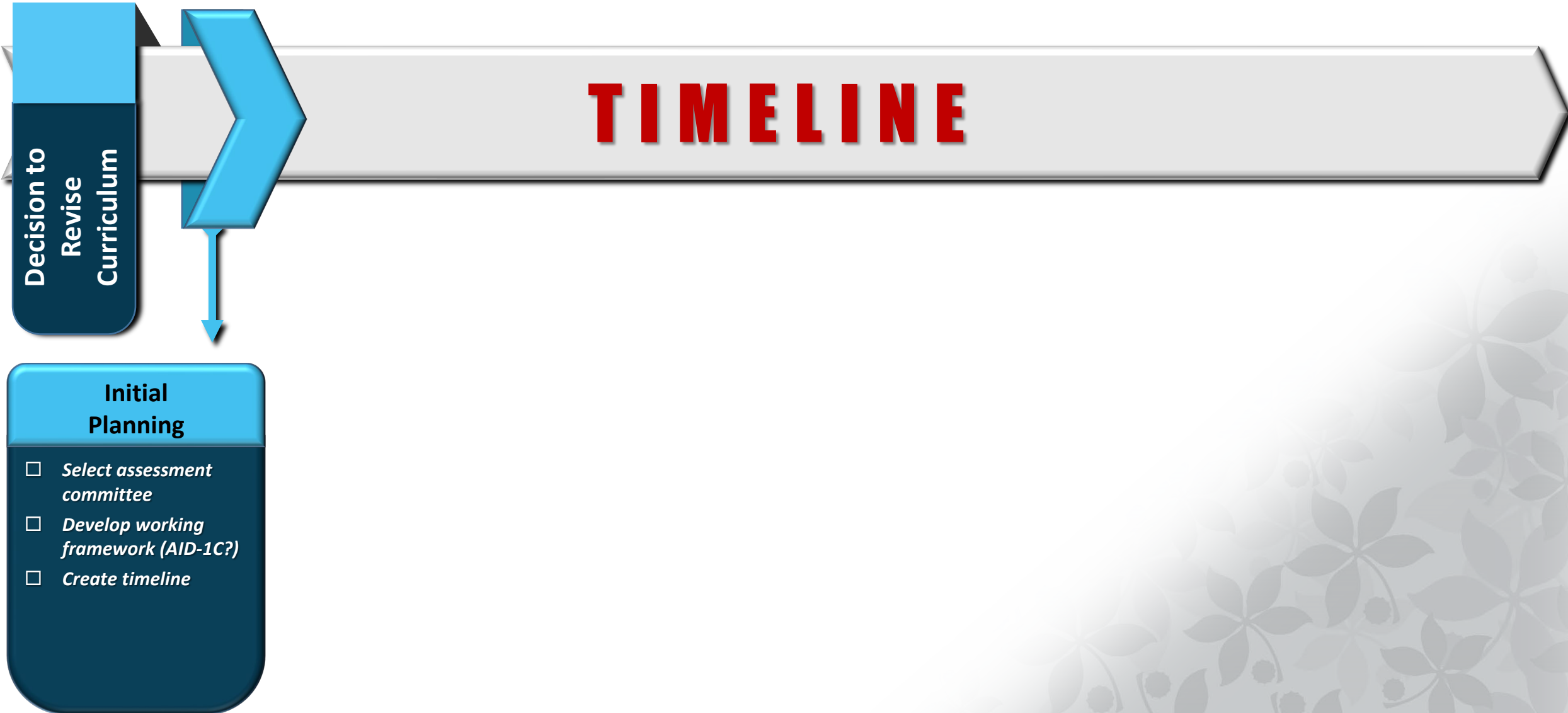
# Assessment and Implementation of **WOAH Day 1** Competencies [AID-1C model]



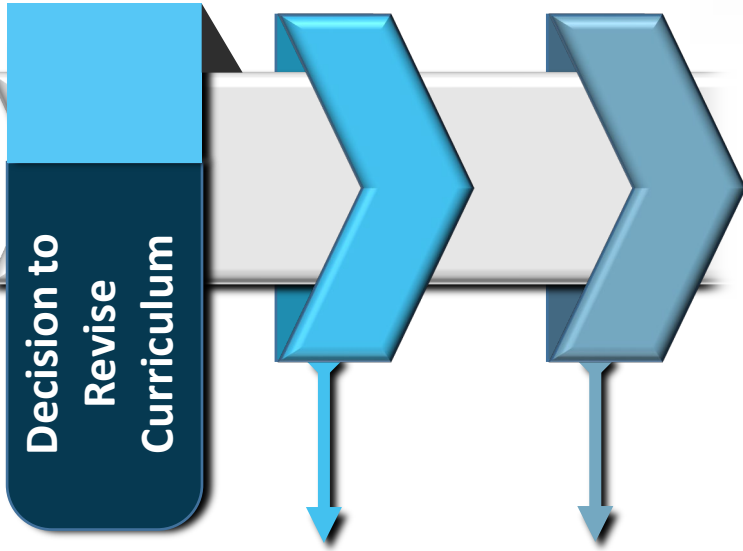
# AID-1C model



# AID-1C model



# AID-1C model



Royal University of Agriculture  
Phnom Penh, Cambodia



Khon Kaen University  
Khon Kaen, Thailand



### Initial Planning

- Select assessment committee
- Develop working framework (AID-1C?)
- Create timeline

### Workshop Preparation

- Facilitator Training**
- Identify participants
- Prepare materials
- Logistics (venue, food, lodging, etc.)

+/-5 months

### Facilitator Training

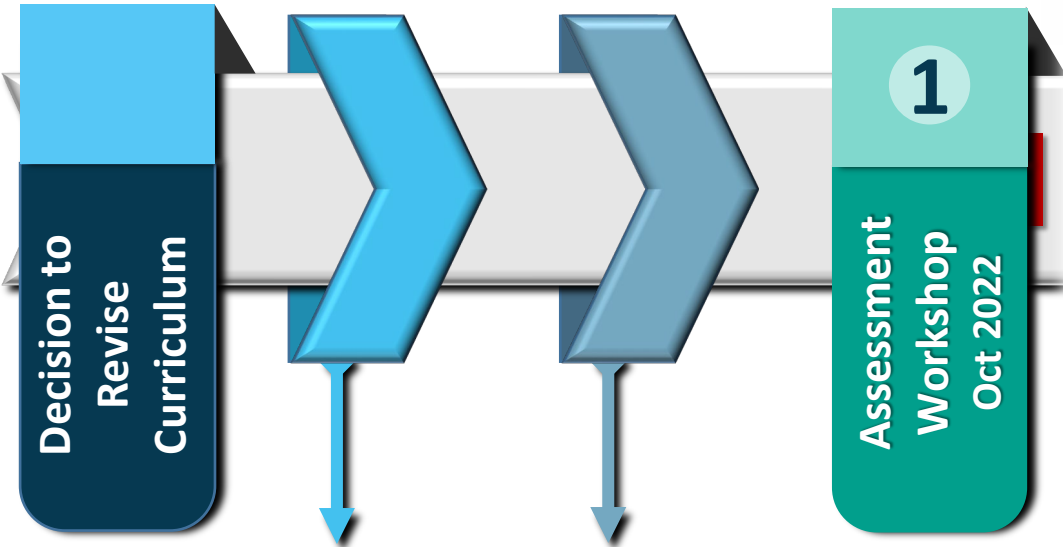
- Identify participants
- Prepare materials\*
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June 2022

Univ. of the Philippines  
Los Baños, Philippines



# AID-1C model



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 +/-5 months



**Khon Kaen University**  
Khon Kaen, Thailand



**Univ. of the Philippines**  
Los Baños, Philippines

## Three workshops:

- **252** participants
- **41** VEEs
- **7** countries

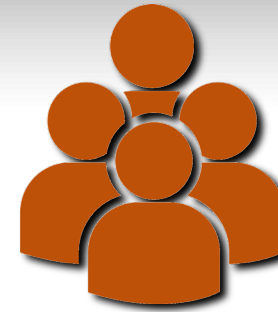






## Participants included:

- Faculty
- Current Students
- Recent Graduates
- Employers – Public & Private
- Other Boundary Partners



## VEEs Representatives (Observers)

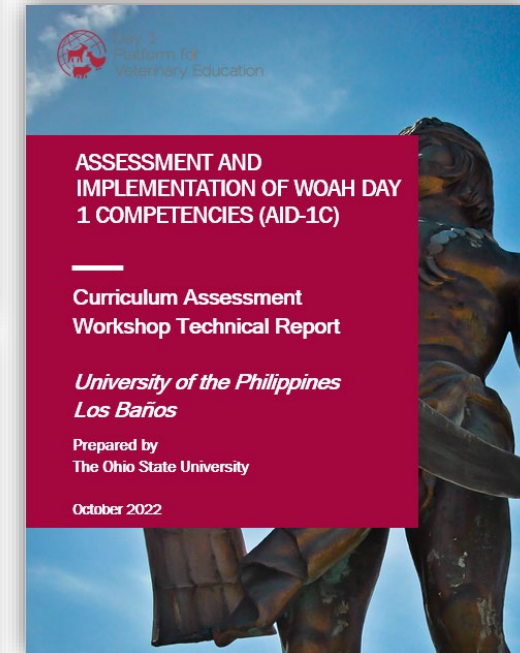
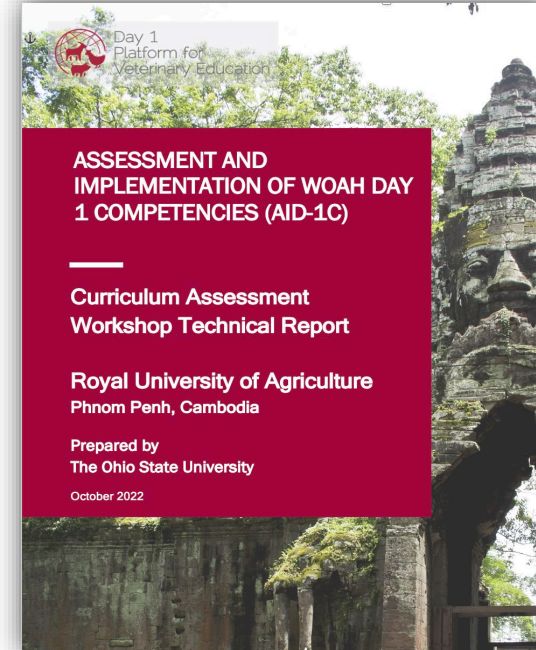
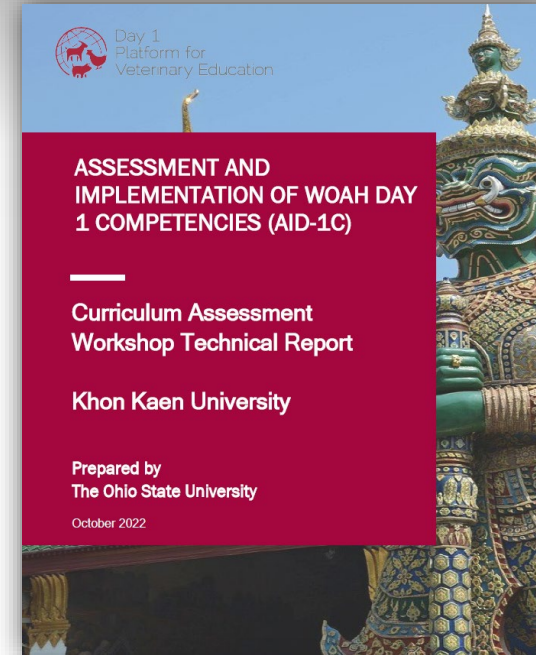
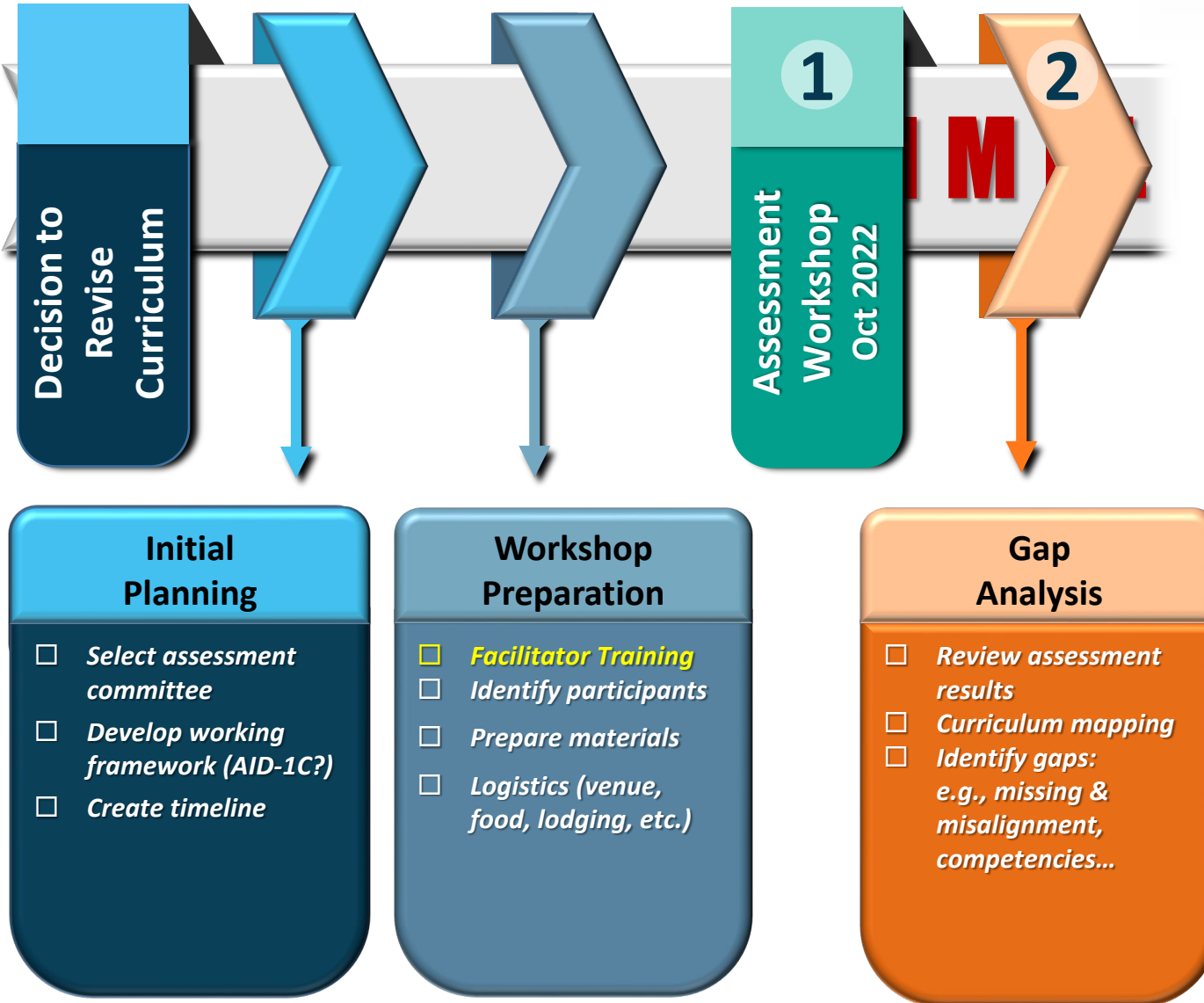


## Workshops utilized:

- ✓ Digital assessment tool
- ✓ Paper-based assessment tool
- ✓ Hybrid
- ✓ English
- ✓ Local language using real-time translation



# AID-1C model



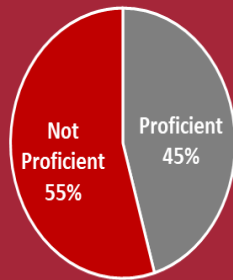


# Once you have identified the Strengths and the Weakness

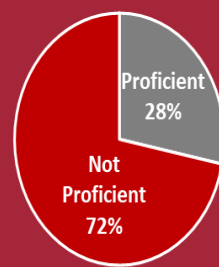
## WHAT DO YOU NEXT?

### Specific Competencies

Competencies, n=11



Topics, n=103



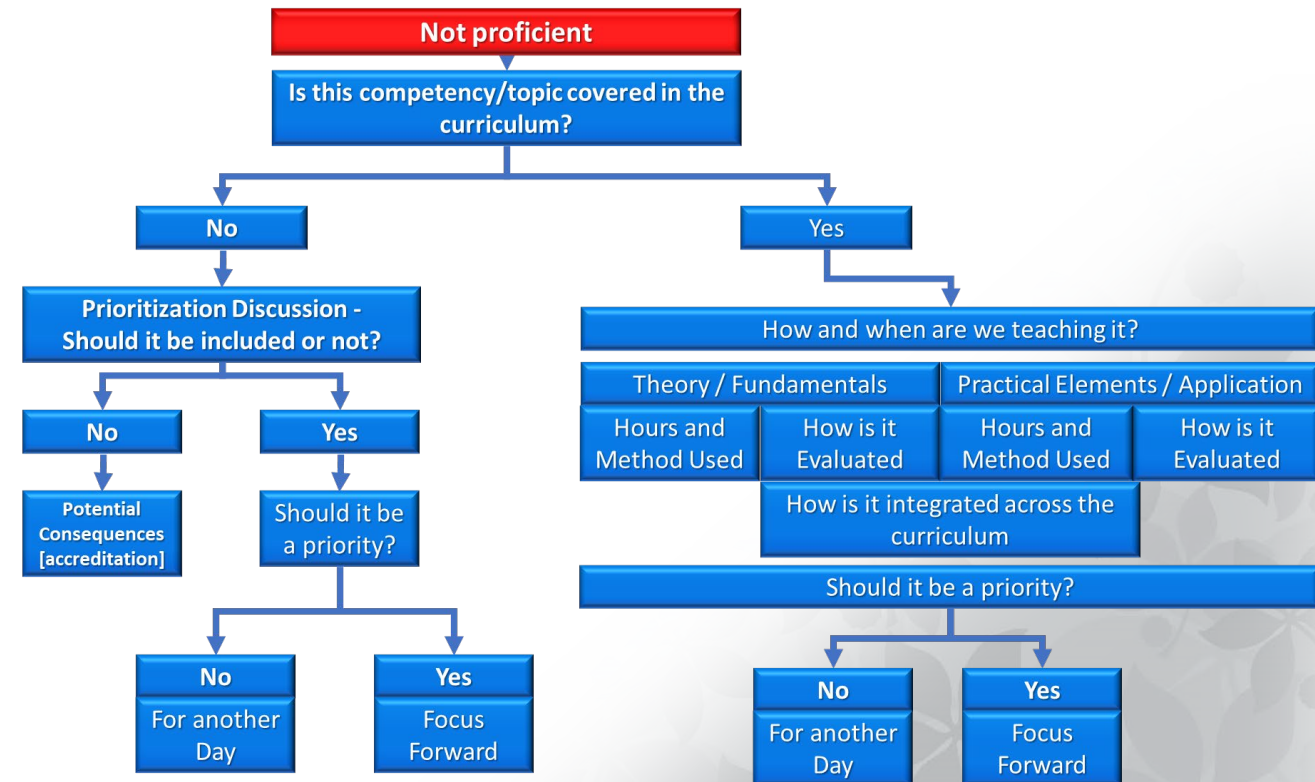
Specific Competencies	Proficient Topics	Not Proficient Topics	Percent
Epidemiology (2.1)	3	8	27%
Transboundary Animal Disease (2.2)	3	17	15%
Zoonoses (2.3)	3	10	23%
Emerging and Re-emerging Diseases (2.4)	0	7	0%
Disease Prevention and Control Programs (2.5)	2	7	22%
Hygiene (Basic) (2.6)	5	5	50%
Veterinary Products (2.7)	6	5	55%
Animal Welfare (2.8)	2	9	18%
Veterinary Legislation and Ethics (2.9)	3	3	50%
General Certification Procedures (2.10)	0	2	0%
Communication Skills (2.11)	2	1	67%

**74**  
Not Proficient Topics

# Data Interpretation Workshop (March)

## • Purpose:

- Analyze and interpret data to identify areas for intervention and development
- Share potential solutions and mitigation measures
- Plan for the Focus Forward (Prioritization) and Action Plan development



# STAGES OF THE INTERPRETATION

**1**

**Identify and Confirm  
Missing, Misaligned  
and Non-Proficient  
Competencies  
and/or Topics**



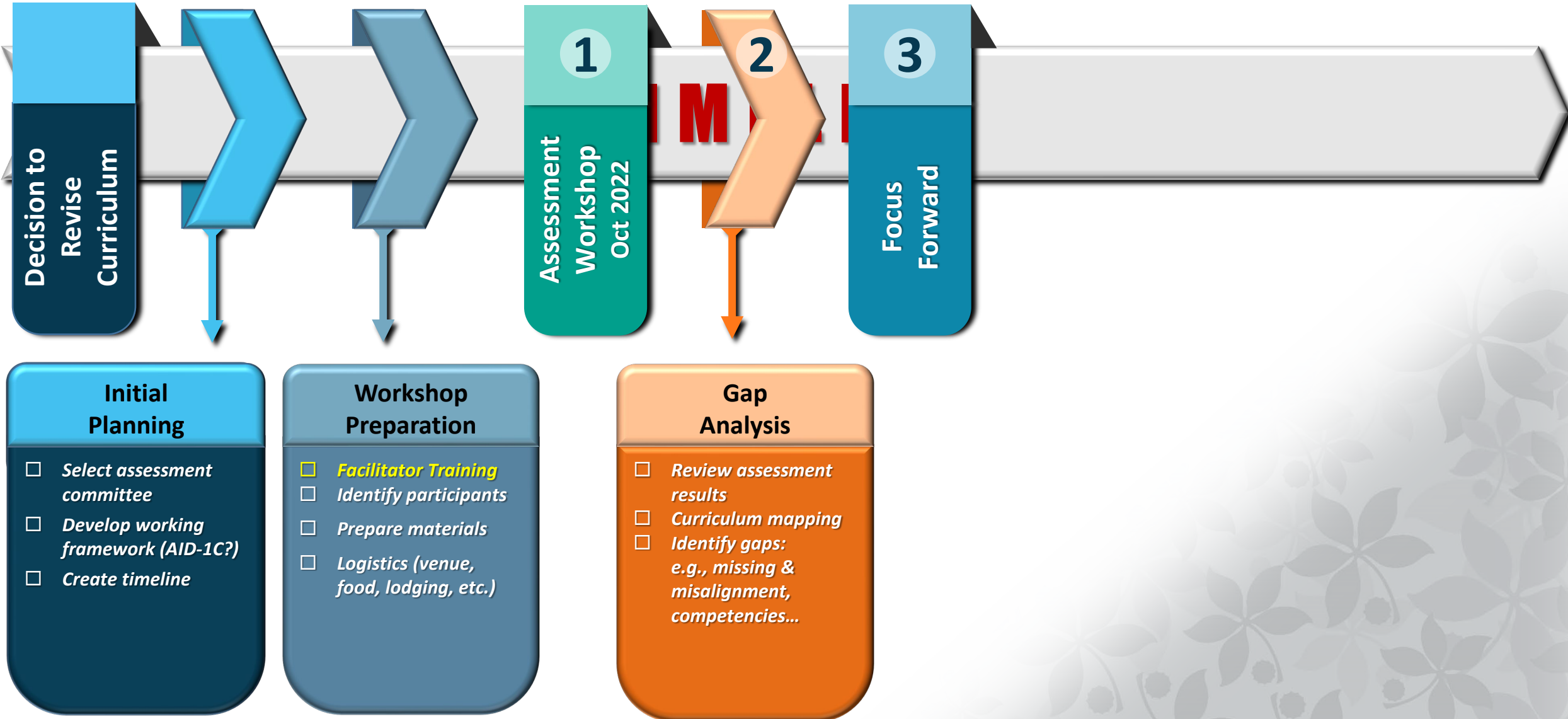
**2**

**Prioritize Competencies  
and Topics to include  
in the development  
of the Action Plan and  
Implementation Strategy**

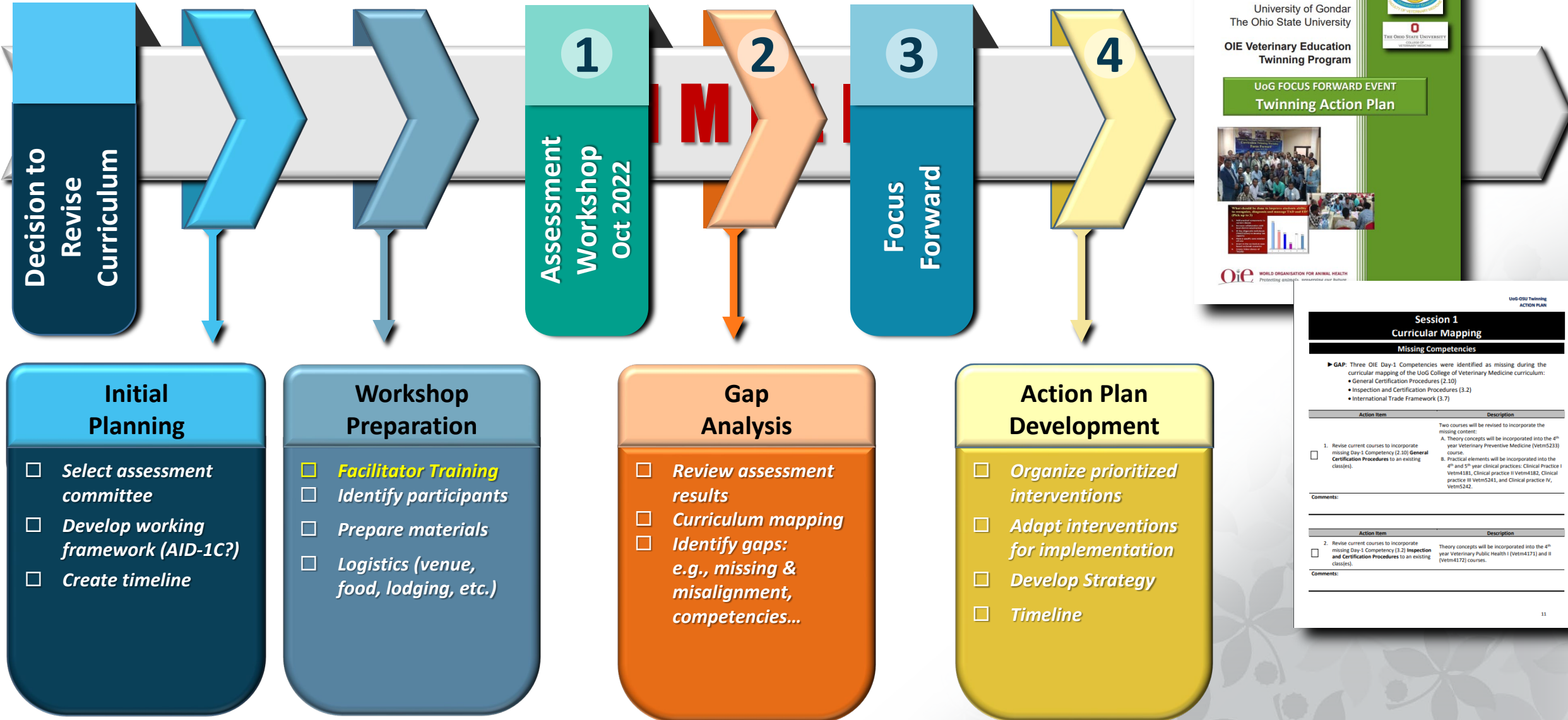
**Identify innovative interventions to address prioritized  
missing/deficient Competencies and Topics = Focus Forward**

**3**

# AID-1C model



# AID-1C model



Decision to Revise Curriculum

- ### Initial Planning
- Select assessment committee
  - Develop working framework (AID-1C?)
  - Create timeline



1 Assessment Workshop Oct 2022

- ### Workshop Preparation
- Facilitator Training**
  - Identify participants
  - Prepare materials
  - Logistics (venue, food, lodging, etc.)



3 Focus Forward

- ### Gap Analysis
- Review assessment results
  - Curriculum mapping
  - Identify gaps: e.g., missing & misalignment, competencies...



- ### Action Plan Development
- Organize prioritized interventions
  - Adapt interventions for implementation
  - Develop Strategy
  - Timeline



UoG-OSU Twinning ACTION PLAN

### Session 1 Curricular Mapping

#### Missing Competencies

► **GAP:** Three OIE Day-1 Competencies were identified as missing during the curricular mapping of the UoG College of Veterinary Medicine curriculum:

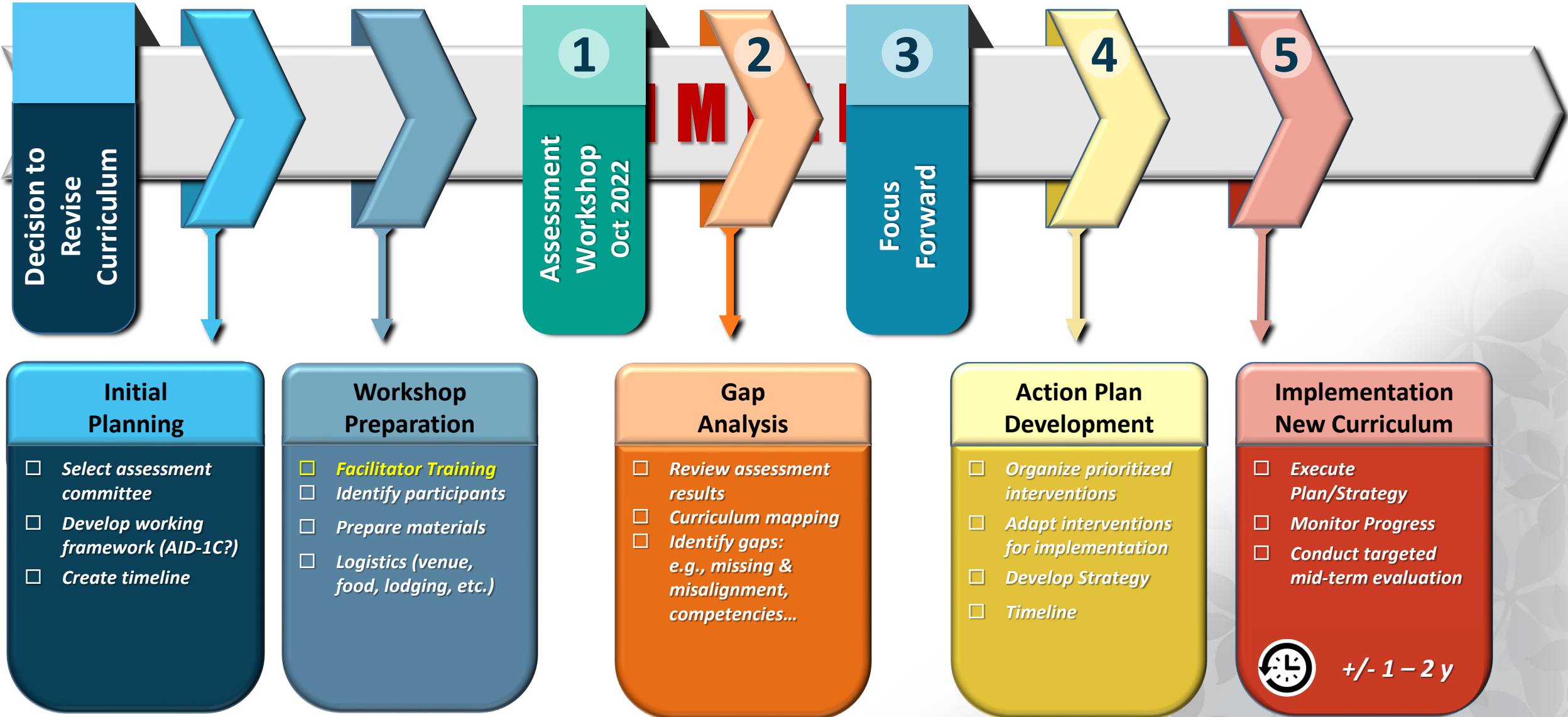
- General Certification Procedures (2.10)
- Inspection and Certification Procedures (3.2)
- International Trade Framework (3.7)

Action Item	Description
<input type="checkbox"/> 1. Revise current courses to incorporate missing Day-1 Competency (2.10) General Certification Procedures to an existing class(es).	Two courses will be revised to incorporate the missing content: A. Theory concepts will be incorporated into the 4 <sup>th</sup> year Veterinary Preventive Medicine (Vetm5233) course. B. Practical elements will be incorporated into the 4 <sup>th</sup> and 5 <sup>th</sup> year clinical practices: Clinical Practice I (Vetm4181), Clinical practice II (Vetm4182), Clinical practice III (Vetm5241), and Clinical practice IV, Vetm5242.
<input type="checkbox"/> 2. Revise current courses to incorporate missing Day-1 Competency (3.2) Inspection and Certification Procedures to an existing class(es).	Theory concepts will be incorporated into the 4 <sup>th</sup> year Veterinary Public Health I (Vetm4171) and II (Vetm4172) courses.

Comments:



# AID-1C model



Decision to Revise Curriculum

- Initial Planning**
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  - Create timeline

1

- Workshop Preparation**
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2

- Gap Analysis**
- Review assessment results
  - Curriculum mapping
  - Identify gaps: e.g., missing & misalignment, competencies...

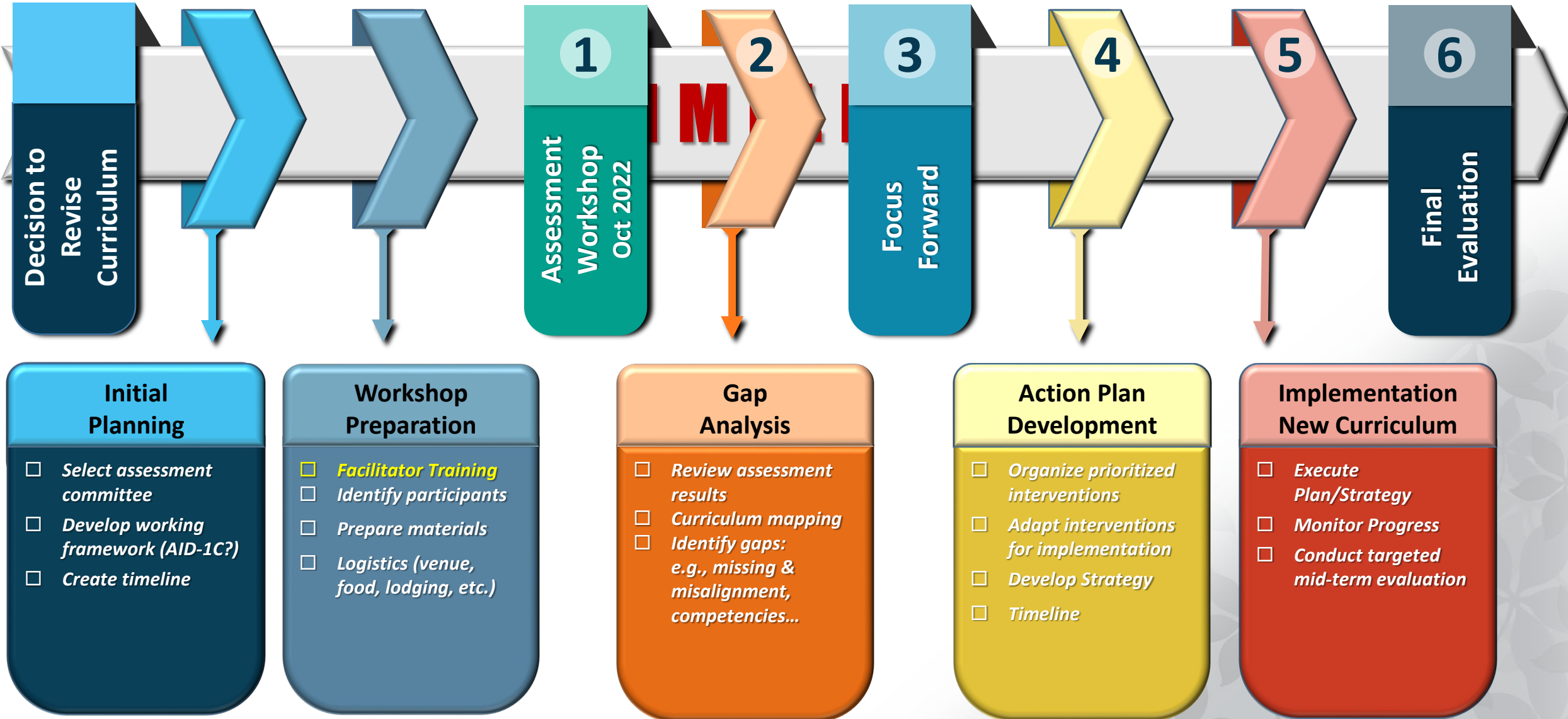
3

- Action Plan Development**
- Organize prioritized interventions
  - Adapt interventions for implementation
  - Develop Strategy
  - Timeline

4

- Implementation New Curriculum**
- Execute Plan/Strategy
  - Monitor Progress
  - Conduct targeted mid-term evaluation
-  +/- 1 – 2 y

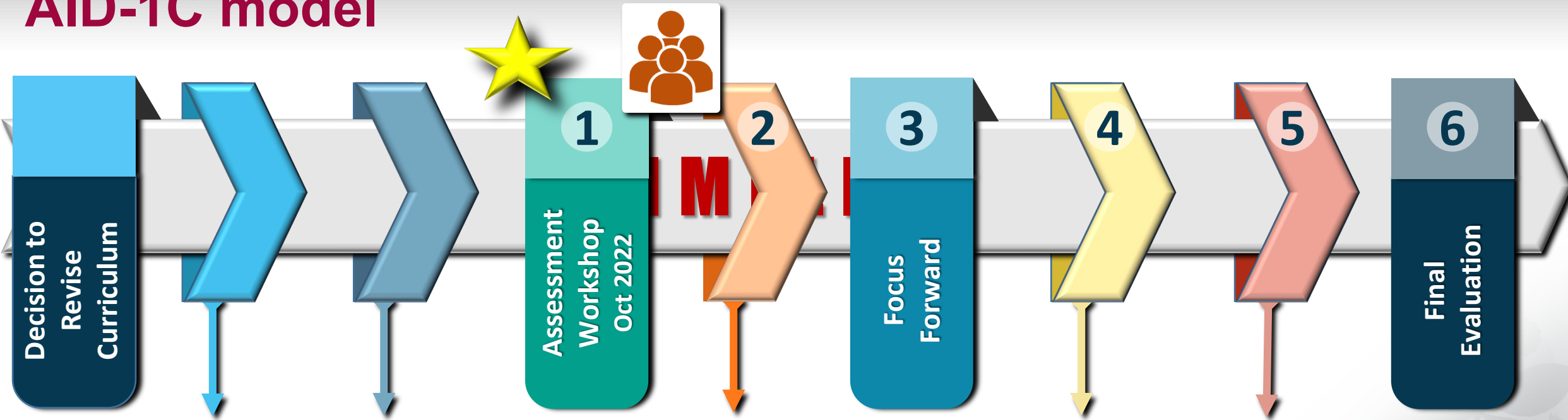
# AID-1C model



**Hello...?**  
**What about me?**



# AID-1C model



**Initial Planning**

- Select assessment committee
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- Create timeline





**Workshop Preparation**

- Facilitator Training**
- Identify participants
- Prepare materials
- Logistics (venue, food, lodging, etc.)




**Gap Analysis**

- Review assessment results
- Curriculum mapping
- Identify gaps: e.g., missing & misalignment, competencies




**Action Plan Development**

- Organize prioritized interventions
- Adapt interventions for implementation
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**Implementation New Curriculum**

- Execute Plan/Strategy
- Monitor Progress
- Conduct targeted mid-term evaluation

A paved walkway in a park-like setting with trees and a large university seal on the ground. The seal features a central emblem with a book and a torch, surrounded by the text 'THE UNIVERSITY OF THE PHILIPPINES' and 'DISCIPLINA'.

# **UPDATE ON THE CURRICULUM ASSESSMENT PROCESS**

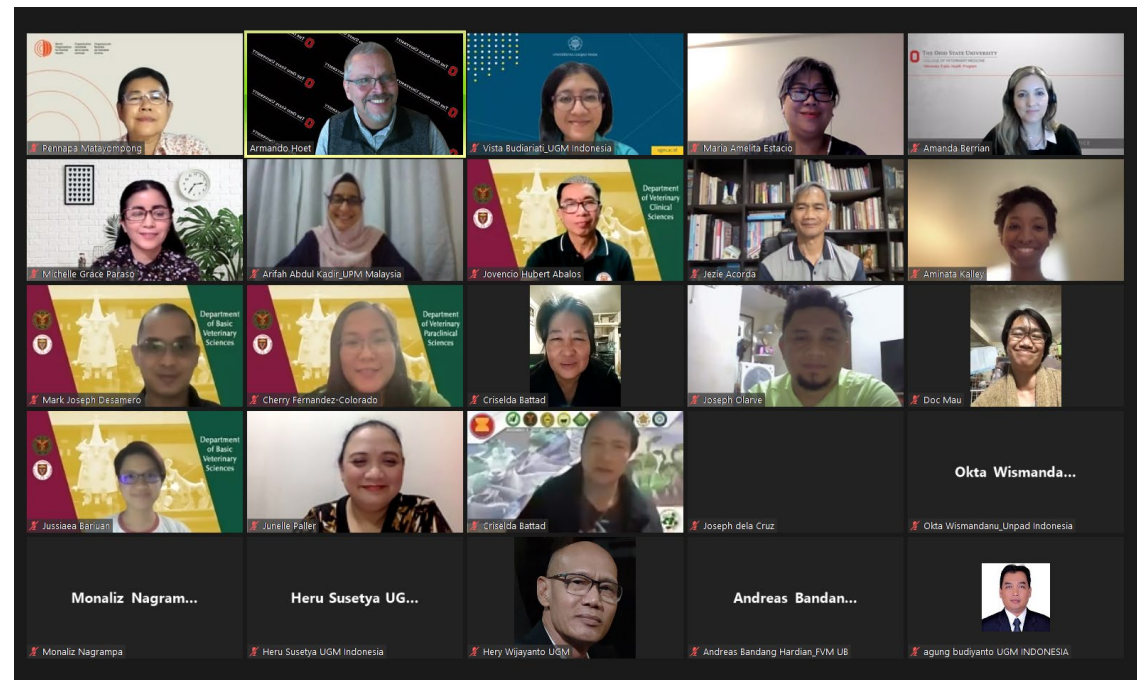
UPLB & KKU – Network VEE Webinars

*01 and 02 February 2023*

# Webinar Agenda:

## *VEE Next Steps*

- How are OSU and the HUBs (KKU and UPLB) planning to provide support to the VEEs that would be implementing this evaluation?



# Webinar Agenda:

## VEE Next Steps

### Facilitator Training

- ☐ *Training materials – Access to Day 1 Platform: Videos, PowerPoints, and other\**

WEL  
AIM  
OVERVIEW  
PRELIMINARY RESULTS  
POST-EVENT  
UPLB NEXT STEPS  
VEE NEXT STEPS

# Webinar Agenda:

## *VEE Next Steps*

### Facilitator Training

- Training materials – Access to Day 1 Platform: Videos, PowerPoints, and other\**
- Online\*\* or hard copy version of the Evaluation Tool*

**LINK TO ONLINE VERSION**

**Demographics Section**

The **Demographics** section has a total of 6 questions. These include:

- Gender
- Age
- Profession
- Years of Experience
- Highest Academic Degree
- Current Career Position

For these questions please choose the best answer that applies to you. If choosing "ot please specify in the field provided.

1. What is your gender?

Female

Male

Other

2. What is your age?

18-24

25-34

35-44

45-54

55-64

65-74

75-84

85 or greater

3. Did you or will you graduate from the veterinary program being evaluated?

Yes

No

4. If so, what year did you or will you graduate?

Year of Graduation

5. What is your highest academic degree?

Bachelor

DVM/ BVSc or equivalent

Masters

PhD

Other

**HARD COPY VERSION**

**Evaluation of OIE Day 1 Competencies**  
**Session 1: Epidemiology and Food Hygiene**

**Day 1 Competency: 2.1 Epidemiology**

**a.) General Principles of Descriptive Epidemiology**

- Measuring Disease
- Measuring Occurrence

Is the average Day 1 DVM graduate able to:	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
<b>Measure and describe disease?</b> (i.e. calculate morbidity and mortality rates, attack rates, etc.)							
<b>Calculate and describe disease occurrence?</b> (i.e. incidence and prevalence)							
<b>Describe the difference between the various temporal and spatial distributions of disease?</b> (i.e. endemic, sporadic, and epidemic)							



# Webinar Agenda:

## *VEE Next Steps*

### Facilitator Training

- Training materials – Access to Day 1 Platform: Videos, PowerPoints, and other\**
- Online\*\* or hard copy version of the Evaluation Tool*
- Checklist to Identify participants*




# Webinar Agenda:


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- Checklist to Identify participants*
- Technical Support\*\*\**



THE OHIO STATE UNIVERSITY  
COLLEGE OF VETERINARY MEDICINE



Day 1  
Platform for  
Veterinary Education



WORLD ORGANISATION FOR ANIMAL HEALTH  
Preserving animals, promoting our future

## ASSESSMENT AND IMPLEMENTATION OF OIE DAY 1 COMPETENCIES (AID-1C) FACILITATOR GUIDE

CATEGORY DEFINITIONS

- Highly Competent:** The average new veterinary graduate is very knowledgeable/skillful about the topic and is able to perform the task/activity without additional support or guidance.
- Moderately Competent:** The average new veterinary graduate is knowledgeable/skillful about the topic and is able to perform this task/activity with some support or guidance.
- Insufficiently Competent:** The average new veterinary graduate is aware of the topic but is unable to perform the task/activity without substantial assistance.
- Not Competent:** While this topic is covered in the veterinary curriculum, the average new veterinary graduate is unfamiliar with or unaware of the topic and is unable to perform this task without further training or education.
- Not in Curriculum:** This topic is currently not covered in the veterinary curriculum.
- Not Sure:** Do not know how well the average veterinary graduate is able to perform this competency.

OIE DAY 1 COMPETENCIES


SPECIFIC COMPETENCIES	ADVANCED COMPETENCIES
<ul style="list-style-type: none"> <li>OIE 2.1: Epidemiology</li> <li>OIE 2.2: Transboundary Animal Diseases</li> <li>OIE 2.3: Zoonoses (Including Foodborne Diseases)</li> <li>OIE 2.4: Emerging and Re-emerging Diseases</li> <li>OIE 2.5: Disease Prevention and Control Programmes</li> <li>OIE 2.6: Basic Food Hygiene</li> <li>OIE 2.7: Veterinary Products</li> <li>OIE 2.8: Animal Welfare</li> <li>OIE 2.9: Veterinary Legislation and Ethics</li> <li>OIE 2.10: General Certification Procedures</li> <li>OIE 2.11: Communication Skills</li> </ul>	<ul style="list-style-type: none"> <li>OIE 3.1: Organisation of Veterinary Services</li> <li>OIE 3.2: Inspection and Certification Procedures</li> <li>OIE 3.3: Management of Contagious Disease</li> <li>OIE 3.4: Advanced Food Hygiene</li> <li>OIE 3.5: Application of Risk Analysis</li> <li>OIE 3.6: Research</li> <li>OIE 3.7: International Trade Framework</li> <li>OIE 3.8: Administration and Management</li> </ul>

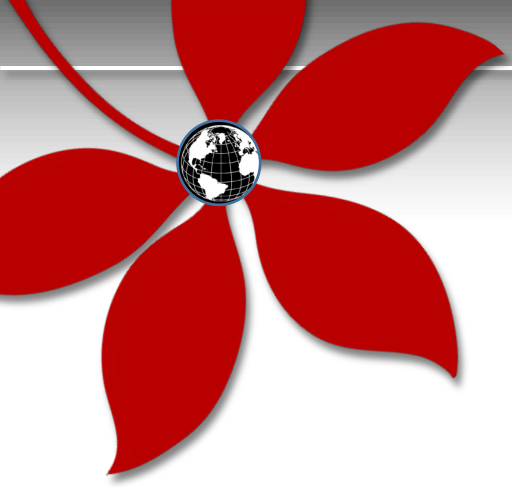
SCHEDULE

Welcome & Introductions	8:00 – 8:30 AM	Competencies 2.4 – 2.7	12:45 – 2:05 PM
Workshop Dynamics	8:30 – 9:00 AM	Break	2:05 – 2:20 PM
Objectives/Process Overview	9:00 – 9:30 AM	Competencies 2.8 – 3.2	2:20 – 3:30 PM
Break	9:30 – 9:45 AM	Coffee/Snack Break	3:30 – 4:00 PM
Demographics – Competencies 2.3	9:45 – 11:45 AM	Competencies 3.3 – 3.8	4:00 – 5:25 PM
Lunch	11:45 – 12:45 PM	Evaluation & Closing Remarks	5:25 – 6:00 PM

EVALUATION TOOL TROUBLESHOOTING

If the evaluation tool stops working, please exit the internet browser and re-enter the website link below or scan the QR code. All previous answers will be saved.





**What is the Main Goal  
of this process?**



# Main Goal:

To evaluate and harmonize the Veterinary Curriculum to the WOAAH Day 1 Competencies and Veterinary Core Curriculum to graduate highly proficient veterinarians...



# Main Goal:

To evaluate and harmonize the Veterinary Curriculum to the WOAH Day 1 Competencies and Veterinary Core Curriculum to graduate highly proficient veterinarians with “... the required knowledge, skills, attitudes and aptitudes to understand and be able to perform entry-level national veterinary service tasks that relate to the promotion of animal and public health.”<sup>WOAH</sup>



OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality



# Acknowledgements

- **WOAH – HQ & SE Asia Sub-Regional Office**

- Dr Pennapa Matayompong
- Dr Ronello Abila

- **UPLB Faculty & Staff:**

- Dr. Maria Estacio (Active Dean)
- Dr. Michelle Paraso (PPOC)
- Dr. Jezie A. Acorda (Former Dean)
- Dr. Jovencio Hubert A. Abalos
- Ms. Junelle Paller

- **KKU Faculty & Staff:**

- Dr. Bundit Tengjaroensakul (Dean)
- Dr. Prawit Butudom (PPOC)

- **RUA Faculty & Staff:**

- Dr. Kang Kroesna (Dean)
- Dr. Venn Vutey
- Dr. Bunna Chea

- **Day 1 Platform Team**

- Dr. Molly Lee (Lead)

- **Bill & Melinda Gates Foundation**

- **The Ohio State University**

