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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
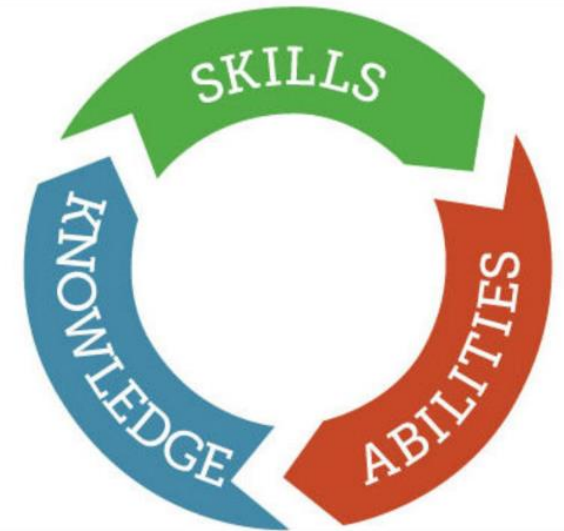
What is Competency Based Education?

- 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 assessmentz

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
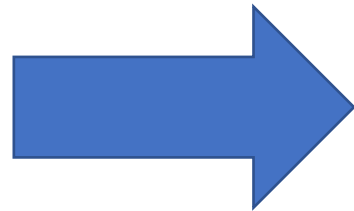
- Methods:
  - Curriculum alignment exercise
  - Stakeholder feedback

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- ## Competencies:

- ## Curricula:

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PVS Pathway

OIE Competency Guidelines for Veterinary Paraprofessionals
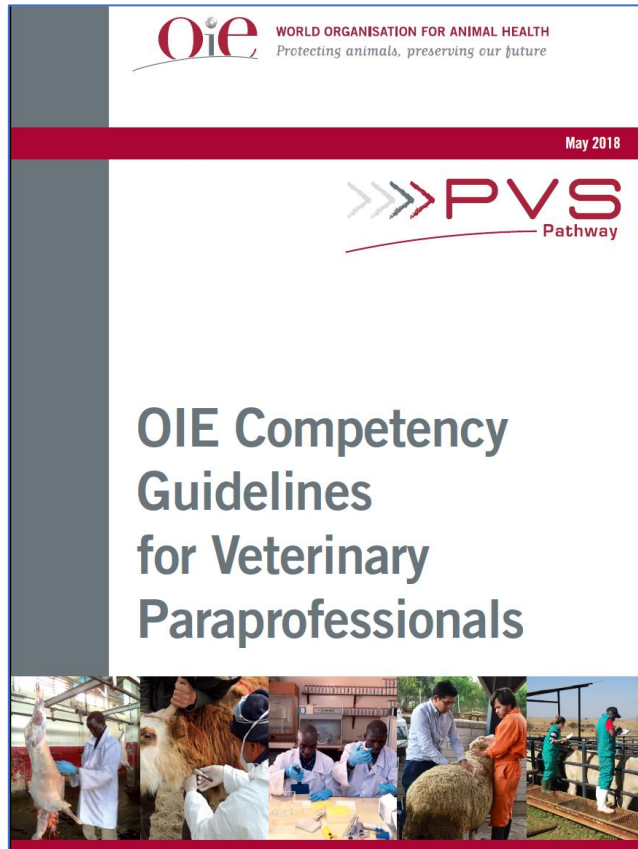
Design principles based on workforce needs

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PVS Pathway

OIE Curricula Guidelines for Veterinary Paraprofessionals
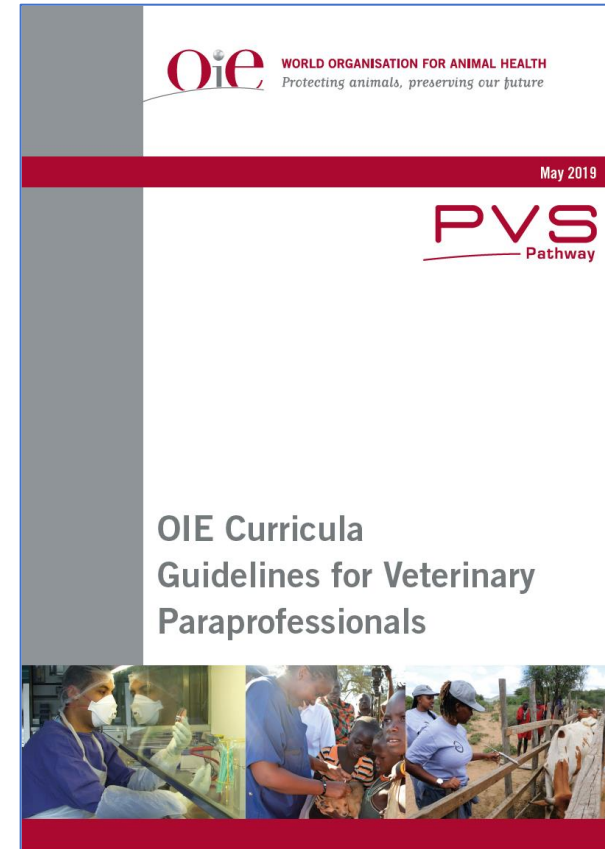
Classroom representations of the Competencies

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OIE <u>Competency</u> 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	●	●	●
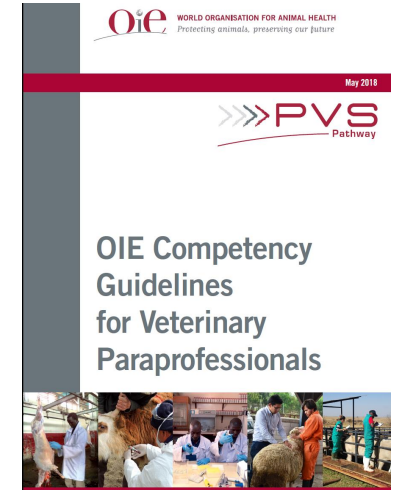
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- **Main groups of VPP activity**
  - Overlap exists between tracks
  - Vary region to region: needs, authority
  - Competencies importance varies with Track

- 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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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 handler[24].

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 distress[25].

Definition of SoA

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

Listed Competencies

Relevant Tracks: Core vs Advanced

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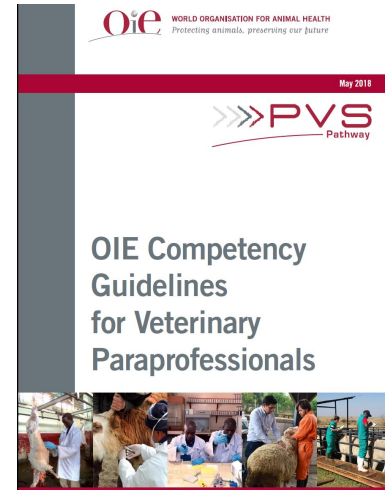
Veterinary Public Health Track

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

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

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.

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

Thank you for your attention

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