OIE *ad hoc* Group on Veterinary Education
Outline

- History and Purpose of the OIE *ad hoc* Group on Veterinary Education
- Day 1 Competencies to promote delivery of high-quality National Veterinary Services
- Development of OIE Model Core Curriculum
- OIE Twinning Program for Veterinary Education Establishments (VEE)
OIE ad hoc Group on Veterinary Education

- Established following 2009 OIE Global Conference “Evolving Education for a Safer World.”

- Multifold charge centered on:
  - Defining minimum competencies for delivery of National Veterinary Services
  - Developing model core curriculum to meet competencies.
Ad hoc Group

- Charge is **NOT** to:
  - Define accreditation standards
  - Prescribe a specific curriculum
  - Accredit veterinary medical educational programs or institutions
Ad hoc Group Members

- Dr. Ron DeHaven, USA (Chair)
- Dr. Saeb Nazmi El-Sukhon, Jordan
- Dr. Louis Joseph Pangui, Senegal
- Dr. Brian G. Bedard, The World Bank
- Dr. Tjeerd Jorna, WVA
- Dr. Froilán Enrique Peralta, Paraguay
- Dr. Etienne Bonbon, DG-SANCO
- Prof. Pierre Lekeux, Belgium
- Dr. Timothy Ogilvie, Canada
- Dr. Dao Bui Tran Anh, Vietnam

Each of the 5 OIE regions are represented
National Veterinary Services

As defined by the OIE:

**National Veterinary Services:**

Governmental and non-governmental organizations that implement animal health & welfare measures and other standards and recommendations in the OIE *Animal Health Codes* in that nation/territory.
Ad hoc Group Goals

- Address needs for veterinarians to have basic training in certain functions that are central to the efficient delivery of National Veterinary Services

- Address particular needs of developing countries on subjects relevant to work in both public and private sectors
Tenets of *ad hoc* Group

- Only some veterinarians will focus careers on delivery of National Veterinary Services, **BUT**
- All veterinarians are responsible for promoting animal health & welfare and veterinary public health, **AND**
- Many veterinarians perform work for National Veterinary Services, **THUS THE NEED FOR**
- Development of minimum competencies relative to delivery of entry-level national veterinary services.
These Competencies Can Serve as Guidance for:

- VEE’s in developing countries and countries with in-transition economies as they enhance and refine curricula

- OIE PVS assessors during evaluation of the education component of National Veterinary Services

\[ PVS = \text{Performance of Veterinary Services} \]

\[ PVS \text{ tools provide a voluntary assessment of National Veterinary Services capacity} \]
Both **OIE Codes** and **PVS Tools** reference initial and ongoing education as criteria to be “practically applied to the evaluation of National Veterinary Services” as part of risk assessment.
Ad hoc Group Work Product

“OIE recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality”

- Developed during 4 in-person meetings.
  - July & December 2010; August 2011; January 2012
- OIE Members provided opportunity to comment on drafts.
- Terrestrial Code Commission reviewed.
- Presented to the OIE World Assembly of Delegates in draft form in May 2011 and in final form in May 2012.

www.oie.int/fileadmin/Home/eng/Support_to_OIE_Members/Vet_Edu_AHG/DAY_1/DAYONE-B-ang-vC.pdf
3 Categories of Competencies

- Basic
  - General
  - Specific
- Advanced
General Competencies

- Basic Veterinary Sciences
- Clinical Veterinary Sciences
- Animal Production
- Food Hygiene and Safety
- Animal Welfare
Specific Competencies

- Directly relate to critical competencies found in OIE Terrestrial Code

- Each specific competency is defined by the AHG, and learning objectives for the entry-level veterinarian provided
Specific Competencies Outlined

✓ Epidemiology
✓ Transboundary animal diseases
✓ Zoonoses (including food-borne diseases)
✓ Emerging and re-emerging diseases
✓ Disease prevention and control programs
✓ Food hygiene
✓ Veterinary products
✓ Animal welfare
✓ Veterinary legislation and ethics
✓ General certification procedures
✓ Communication skills
A closer look...
## Specific Competency Defined

<table>
<thead>
<tr>
<th>Emerging Disease</th>
<th>Re-emerging Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New infection resulting from evolution or change of existing pathogen.</td>
<td>• Resurgence in a defined time period and location of a disease considered to have been eradicated or controlled in the past.</td>
</tr>
<tr>
<td>• Known infection spreading to new geographic area or population.</td>
<td></td>
</tr>
<tr>
<td>• Previously unrecognized pathogen or disease diagnosed for first time.</td>
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</tbody>
</table>
Learning Objectives

Specific learning objectives for “emerging and re-emerging diseases” include the Day 1 veterinary graduate being able to:

- Define “emerging disease” and “re-emerging disease” & provide contemporary examples
- Understand reasons/hypotheses to explain emergence/re-emergence of diseases
- Know where to find up-to-date information regarding emerging and re-emerging diseases
Advanced Competencies Outlined

- Organization of veterinary services
- Inspection and certification procedures
- Management of contagious diseases
- Food hygiene
- Application of risk analysis
- Research
- International trade framework
- Administration and management
Advanced Competency Defined

**Inspection**—Examination and evaluation of animals and animal products by an authorized veterinarian prior to completing a certificate to document the health or sanitary status, respectively.

**Certification**—An official document, completed by an authorized veterinarian, for purposes of verifying the health status or animals or sanitary status of animal products.
Learning Objectives

Learning objectives for “Inspection and certification procedures” include the Day 1 veterinary graduate having a general awareness of and appreciation for:

- Processes used to assess health status of animals and safety of animal products for purpose of transport/export;
- Process of ante and post mortem risk-based inspection of animals, and the inspection of animal products;
- The drafting of health certificates.
OIE recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality
Hang in there!
Pathway to Competencies

- Competencies reflect outcomes expected of Day 1 veterinary graduates to ensure delivery of quality National Veterinary Services.
- OIE still needed a tool for VEE’s to use in implementing a curriculum to arrive at the expected outcomes.

Model Core Veterinary Curriculum
Model Core Veterinary Curriculum

- Development initiated January 2012
  - Draft completed July 2012
- OIE Code Commission reviewed September 2012
- Send to OIE Member for comments
Scope of Model Curriculum

• Intended for developing and in-transition countries
  • A tool that can be used to improve quality of veterinary medical education
  • An initial step to enhance national veterinary services
• **NOT** recommending a single global curriculum
Format of Model Core Curriculum

- Includes brief description of recommended course or course content.
- Each course then linked - or mapped - to one or more Day 1 Competencies:
  - General, Specific or Advanced Competencies
- Research not specifically mapped, because Research addressed by vast majority of recommended courses.
# Competencies Mapped - Example

<table>
<thead>
<tr>
<th>Course</th>
<th>Sequence in Curriculum</th>
<th>General</th>
<th>Specific</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>Early</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathology</td>
<td>Mid</td>
<td></td>
<td>• Zoonoses</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Transboundary Diseases</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>Transmissible Diseases</td>
<td>Mid</td>
<td></td>
<td>• Zoonoses</td>
<td>Management of Contagious Diseases</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Epidemiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Disease Prevention and Control Prog’s</td>
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</tbody>
</table>
Course Listing

- Biochemistry
- Genetics
- Anatomy
- Physiology
- Immunology
- Biomathematics
- Animal welfare and Ethology
- Parasitology
- Pharmacology/Toxicology
- Pathology
- Transmissible Diseases
- Microbiology
- Epidemiology

- Rural Economics, Business Management, and Animal Production
- Clinical and Diagnostic Skills
- National and International Veterinary Legislation
- Herd Health Management and Nutrition
- Public Health
- Food Safety/Hygiene
- Professional Jurisprudence and Ethics
- Communication
Twinning Programs
From Model to Reality

Twinning Programs are partnerships comprising parent and candidate institutions, OIE, and donors.

Allows for exchange of knowledge and skills to build capacity and expertise of National Veterinary Services.

Modelled after:
Diagnostic capabilities for laboratory twinning

Educational Twinning Programs
Curriculum development and implementation
Next Steps

Model Curriculum

- Oct-Dec 2012
  - Solicit OIE Member comments
- Jan-Mar 2013
  - Refine Model based on comments
- May 2013
  - Present final Model to World Assembly of Delegates at OIE 81st General Session
Next Steps

Education Twinning

• Jan – March 2012
  • A Guide to Veterinary Education Twinning Projects developed
• July 2012
  • Draft review by AHG
• May 2013
  • Present final Guide to World Assembly of Delegates at 81st General Session
Quality Veterinary Education: Important to Brazil

- Worlds 6\textsuperscript{th} largest economy
- Major Meat Exporter
  - Beef - #1
  - Poultry - #1
  - Swine - #4
- 2\textsuperscript{nd} Largest Pet Population
Veterinary Colleges

- USA: 28
- Brazil: >190

Quantity ≠ Quality
You’ve been a great “captive” audience
Thank you!