Outcomes of the OIE ad hoc Group on Veterinary Paraprofessionals (VPP)

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OIE *ad hoc* Group on Veterinary Paraprofessionals (VPP) 
Terms of Reference

1. Conduct an in-depth review of the current approaches to and best practices of veterinary paraprofessionals’ education and training curricula, and examine desirable approaches to, and structures for, veterinary paraprofessionals’ education and training;

2. Develop draft recommendations for standardised minimum competencies for veterinary paraprofessionals;

3. Develop draft guidelines on minimum curricular requirements for the two umbrella categories of veterinary paraprofessionals, which may have additional curricular requirements at progressing levels of advancement;

4. Provide advice to the OIE, as appropriate
Data Used to Inform Decisions
OIE Member Countries Surveyed

- Argentina
- Bolivia
- Brazil
- Burundi
- Cambodia
- Cameroon
- Colombia
- Congo (Democratic Rep. of the)
- Cuba
- Ethiopia
- France
- Haiti
- Italy
- Mongolia
- Nepal
- Nigeria
- Romania
- Togo
- United Kingdom
- United States of America
- Uzbekistan
- Vietnam
Table 15. Frequency of Comparison for PVS Critical Competencies I - 1B and I - 2B Across All Regions

<table>
<thead>
<tr>
<th>PVS Critical Competency Changes</th>
<th>Critical Competency I - 1B</th>
<th>Critical Competency I - 2B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>No change</td>
<td>10</td>
<td>63%</td>
</tr>
<tr>
<td>Increased by 1 Level of Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Increased by 2 Levels of Advancement</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Increased by 3 Levels of Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Increased by 4 Levels of Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Decreased by 1 Level of Advancement</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Decreased by 2 Levels of Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Decreased by 3 Levels of Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Decreased by 4 Levels of Advancement</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

- 43% of assessed Member Countries reported no change in their Level of Advancement
- 33% experienced an increase in 1 Level of Advancement with 20% experiencing decrease by 1 Level of Advancement
## Curriculum Program Analysis

<table>
<thead>
<tr>
<th>Track</th>
<th>OIE Member Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Health/Veterinary Public Health</td>
<td>Afghanistan</td>
</tr>
<tr>
<td>Laboratory</td>
<td>Canada</td>
</tr>
</tbody>
</table>

- Animal Health/Veterinary Public Health: 10 countries (n = 15 curricula)
- Laboratory: 5 countries (n = 6 curricula)
- No programs from Middle East Region assessed
Project Activities

• Establishment of an OIE *ad hoc* Group on Veterinary Paraprofessionals
• Three VPP tracks – animal health, veterinary public health and laboratory
• Development of minimum competencies
• OIE Competency Guidelines developed and provided to Members for review and comment
  • Published in May 2018
• Analysis of all Vet Paraprofessional programs/curricula
• Draft OIE Curricula Guidelines for VPP under development
• In-country Validation Missions
Main Mission Objective

• If implemented, could the OIE draft competencies & curriculum guidelines produce competent VPP in the shortest amount of time possible?
Laboratory Spheres of Activity

- Laboratory Science
- Biosafety, Biosecurity and Occupational Health & Safety
- Communication
- Veterinary Legislation, Policies, Ethics and Professionalism
- Use and Management of Equipment and Facilities
- Animal Handling and Animal Welfare
- Specimen Collection and Sampling
- Laboratory and Field Testing
- Laboratory Quality Management
- Workflow Management
- Record Keeping, Data Collection and Management
- Disease Prevention and Control Programmes
Laboratory Track Competencies

• Laboratory Science
  ✓ 1: Know the fundamentals of laboratory science
  ✓ 2: Have fundamental knowledge of pathology and pathogenesis of relevant key diseases
  ✓ 3: Have knowledge of the appropriate assays and the available range of equipment within the various laboratory disciplines in support of animal health and production, food safety and the diagnosis of animal and zoonotic diseases in the country and region
  ✓ 4: Have the basic knowledge of animal production, veterinary science, and veterinary public health
Ad hoc Group Timeline: Curricula

- In-country Validation Mission: Cambodia June 2018
- In-country Validation Mission: Kenya September 2018
- Special Session for Curricula Development Dec 2018: Revise Curricula
- Core Group Feb 2019: Finalize Curricula
- In-country Validation Mission: TBD
- Projected publication May 2019

May 2019

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June 2018
Use of VPP Competencies and Curricula

TERMS OF REFERENCE
OIE NATIONAL FOCAL POINT FOR VETERINARY LABORATORIES

1. Establish a network of experts in the country on veterinary laboratory issues
2. Establish and maintain a dialogue with the Competent Authority for veterinary laboratories in the country
3. Serve as focal point for the OIE in topics related to National Veterinary Laboratories, including contributing to determining the training and other capacity building needs for the National Veterinary Laboratories in the country
4. Compile responses to requests for information required by the OIE
5. Organize consultations with recognized experts in the area of veterinary laboratories
6. Prepare comments for the Delegate on all relevant OIE draft standards and/or guidelines
7. Maintain contact with the other OIE national focal points for veterinary laboratories
8. Collaborate with OIE Reference Centres worldwide
9. Prepare proposals for OIE Laboratory Twinning Programme
Serve as focal point for the OIE in topics related to National Veterinary Laboratories including:

- Determining the training
- Determining other capacity building needs
Thank You