Day-1 Competencies of Veterinarians
Definitions

- **Veterinary Services**: Governmental and non-governmental organizations that implement:
  - animal health & welfare measures
  - other standards and recommendations in the OIE Animal Health Codes in that nation/territory
  - Under the Veterinary Authority

- **Veterinary Authority**: Governmental Authority of an OIE Member, comprising veterinarians, other professionals and para-professionals, having the responsibility and competence for ensuring or supervising the implementation of animal health and welfare measures (...)

Context - General

• Some veterinarians will focus careers on the public component of *Veterinary Services*,

**BUT**

• Many veterinarians perform tasks for the public component of *Veterinary Services*,

**AND**

• All veterinarians are responsible for promoting animal health and welfare and veterinary public health.
Context – Good Governance of VS

• Appropriate legislation and its effective implementation.
• Adequate financial and human resources.
• Building and maintaining efficient epidemiological networks.
• Alliances between public and private sectors.
• Use of the concept and standards of « Quality of Veterinary Services » democratically adopted by all the OIE Members.

• Veterinary education and research.
• National chain of command
  → A responsibility of all governments.
Context – Veterinary Education

• Appropriate initial and continuous Veterinary Education is a key tool.
• The current quality of veterinary education is not acceptable in many countries.
• This situation is often worsened by inadequate functioning or even absence of the VSB.

⇒ There is a need to improve the quality and international harmonisation of veterinary education, as a mean to improve animal health and welfare globally.
OIE International Standards on the Quality of VS

• Chapter 3.1. on Veterinary services → General organisation

• Chapter 3.2 on Evaluation of Veterinary Services
  - Article 3.2.12 (points 2, 3 and 7) → Capacity of VSB to determine the minimum standards of education (initial and continuing)
  - Article 3.2.14 (point 2.a.vi) → National information on human resources / information on veterinary education

• Chapter 3.4 on Veterinary Legislation
  - Article 3.4.6 (point 1.b) → definition of veterinary medicine/science sufficient to define the minimum initial and continuous educational requirements and competencies for veterinarians and veterinary para-professionals.
OIE Conferences on Veterinary Education

- **First Global Conference** (Paris, October 2009)
  - “Evolving veterinary education for a safer world”
  - Roadmap for OIE activities on Veterinary education
  - Strong linkages Vet education and VSB
  - Need for core curriculum model, based on Day 1 competencies
  - Set up of an Ad Hoc Group

- **Second Global Conference** (Lyon, May 2011)
  - Twinning programmes for VEE

- **Third Global Conference** (Brazil, December 2013)
OIE has been mandated by its Member Countries to take **a global leadership role** in establishing the minimum veterinary education requirements for effective national VS.
OIE *ad hoc* Group on Veterinary Education

- Established following First OIE Global Conference on Veterinary Education
- Charged with defining minimum competencies for delivery of OIE and public policy tasks, i.e. National Veterinary Services
- Each of the 5 OIE regions represented in the *ad hoc* group
OIE ad hoc Group on Veterinary Education

- Dr. Ron DeHaven, USA
- Pr. Saeb Nazmi El-Sukhon, Jordan
- Pr. Louis Joseph Pangui, Senegal
- Dr. Brian G. Bedard, World Bank
- Dr. Tjeerd Jorna, WVA
- Pr. Froilán Enrique Peralta, Paraguay
- Dr. Etienne Bonbon, ex-EU-DG-SANCO
- Pr. Timothy Ogilvie, Canada
- Pr. Dao Bui Tran Anh, Vietnam
- Pr. Pierre Lekeux, Belgium
Ad hoc Group Objectives

• 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 to be covered when educating veterinarians for work in both public and private sectors

• Objective is **NOT** to:
  – Define accreditation standards
  – Prescribe a specific curriculum
  – Accredit veterinary medical educational programs or institutions
Development of Day-1 Competencies

- Developed during Ad Hoc group meetings (July 2009, Dec 2010, Aug 2011, Jan 2012)
- Commented by OIE member countries
- Reviewed by OIE Terrestrial Code Commission
- Endorsed in May 2012 (80th General Session)
- Referenced in OIE Terrestrial Code / 2012 (chapter 3.2, article 3.2.14)

vi. Veterinary education:

- Number of veterinary schools;
- Length of veterinary course (years);
- Curriculum addressing the minimum competencies of day 1 veterinary graduates to assure the delivery of quality veterinary services, as described in the relevant chapter(s) of the Terrestrial Code;
- International recognition of veterinary degree.

NB: recommendations, not standards
Definition of “Day 1 Competencies for quality VS”

= competencies that new veterinary graduates need to have to fulfil National Veterinary Services tasks as defined by the OIE

= include the Public Good component of veterinary activities
Day-1 Competencies for quality VS

Competencies include:

- **Skills** - ability to perform specific tasks
- **Knowledge** - cognitive abilities, meaning mental skills
- **Attitude** - affective abilities, meaning feelings and emotions
- **Aptitude** - a student’s natural ability, talent, or capacity for learning
Basic Competencies

- means the minimum knowledge, skills, attitudes and aptitudes required for a veterinarian to be licenced by a Veterinary Statutory Body

- **General** → (= basic veterinary knowledge, early in the curriculum)

- **Specific** → Directly related to the OIE mandate
Day-1 Competencies for quality VS

Basic general competencies

• Basic veterinary sciences

• Clinical Veterinary Sciences (to diagnose, treat and prevent animal diseases)

• Animal Production (health management and economics of animal production)
Day-1 competencies for quality VS OIE Two Categories of Competencies

1- Basic Specific Competencies (11)

- Epidemiology
- Transboundary animal diseases
- Zoonoses (including food-borne diseases)
- Emerging and re-emerging diseases
- Disease prevention and control programs
- Food hygiene
- Animal welfare
- Veterinary products
- Veterinary legislation and ethics
- General certification procedures
- Communication skills
Day-1 competencies for quality VS

OIE Two Categories of Competencies

2- Advanced Competencies

– means the minimum knowledge, skills, attitudes and aptitudes required for a veterinarian to work within the Veterinary Authority
Day-1 competencies for quality VS OIE Two Categories of Competencies

2- Advanced Competencies (8)

- Organization of Veterinary Services
- Inspection and certification procedures
- Management of contagious disease
- Food hygiene
- Application of risk analysis
- Research
- International trade framework
- Administration and management
OIE Recommendations on the Competencies of Graduating Vets

Support to OIE members

Overview
World Fund Governance
PVS Pathway
PVS evaluations
PVS Gap Analysis
Laboratory Twinning
Vaccine bank
Global studies
Veterinary legislation

Veterinary Education
OE Global Conference on Veterinary Education
Veterinary Statutory Body
ad hoc Group on Veterinary Education

Overview
World Fund Governance
Introduction
The Advisory Committee
Evaluation
PVS Pathway
PVS evaluations
PVS Tool
PVS Evaluation Reports
PVS Follow-up
PVS Gap Analysis
PVS Gap analysis tool
PVS Gap Analysis Reports
Laboratory Twinning
Vaccine bank
Global studies
Cost of National Prevention Systems
Veterinary legislation
Veterinary Legislation Resources
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OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality

Veterinary Services of quality, comprising both public and private, are recognised as 'global public goods' and there is an urgent need for competence. Veterinary education of quality and effective veterinary governance of Veterinary Services: quality and international health
OIE Recommendations on the Competencies of Graduating Vets

- Are recommendations - not standards
- Are applicable to all regions and countries
- Contain competencies which cover both terrestrial and aquatic animals
- Can be completed with national specific competencies, reflecting the national context
OIE Recommendations on the Competencies of Graduating Vets

These recommendations can serve as guidance for:

– VEE and VSB in developing countries and countries with in-transition economies
– Bodies responsible for the accreditation of VEE
– OIE PVS assessors during evaluation of the education component of National Veterinary Services

**NB:** OIE PVS tool (6th edition under development) → reference to Day-1 competencies in CC I.2.A on competencies of veterinarians (proposal)
OIE Recommendations on the Competencies of Graduating Vets

- Close collaboration between
  - Veterinary Education Establishments,
  - National Veterinary Services and
  - National Veterinary Statutory Bodies

is encouraged in order to ensure the provisions of veterinary education be appropriate to the needs of each country.
OIE Next steps / on-going work

- Minimum core curriculum

- Post-graduate and continuing education for graduate veterinarians (to assure ongoing delivery of high-quality national VS)

- Twinning Programme for Veterinary Education Establishment
OIE Next steps / on-going work

Global Conference on Veterinary Education and the Role of the Veterinary Statutory Body « Ensuring excellence and ethics of the veterinary profession »

Foz do Iguazu (Brazil), 4–6 December, 2013
Thank you for your attention