

WOAH VPP Curricular Guidelines

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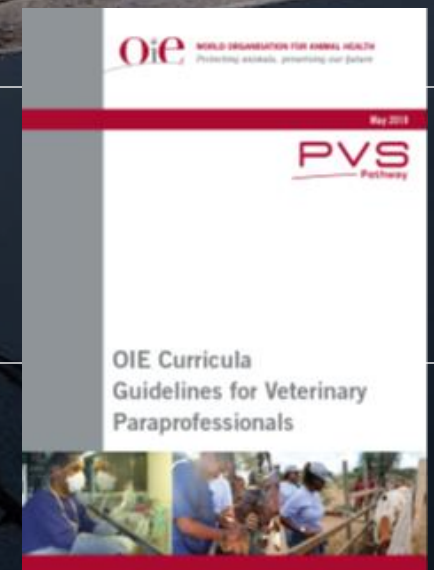
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WOAH Curricula Guidelines for VPPs

Purpose

1. Provide a set of common guide for the expected **knowledge, skills attitudes and aptitudes** that VPPs should acquire by the end of their training.
2. Provides a framework to guide **curricular development** for each of the three Tracks to produce competent VPPs working in Veterinary Services.



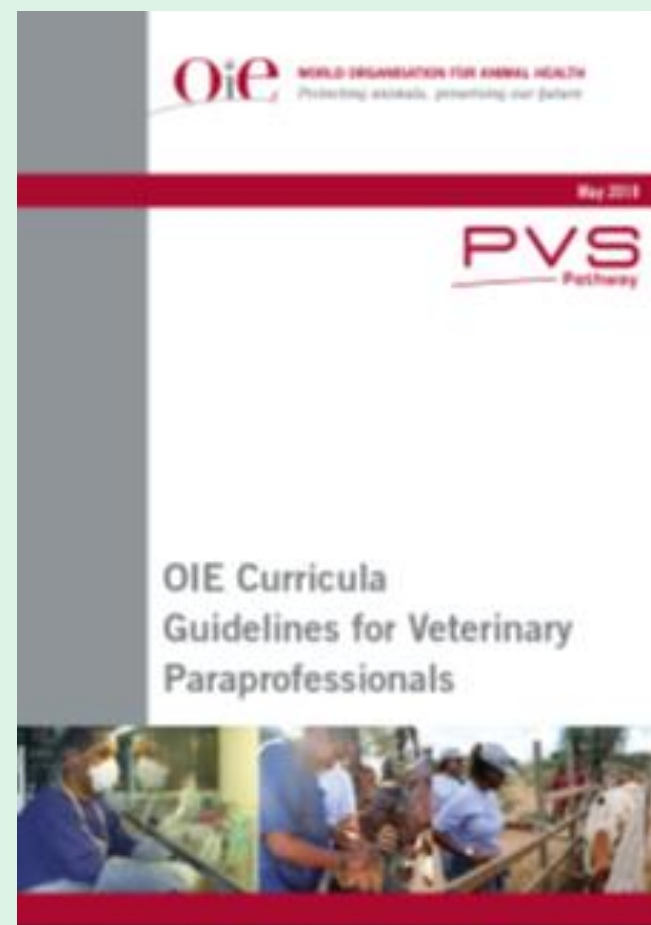
WOAH Curricula Guidelines for VPPs

Courses and Units

1. The Courses and Units were developed to deliver the SOA and Competencies identified in the WOAH Competency Guidelines.
2. Unit = basic building block for curricula guidelines
3. A Unit describes a discrete area of training that allows students to achieve specific Learning Outcomes, which describe the student will know and be able to do on completion of the Unit.
4. Related Units are combined in the document to form indicative Courses, but Member Countries may choose to organize Units into a Course structure best adapted to their needs.



Structure of the Curricula Guidelines





WOAH Curricula Guidelines for VPPs

- Classroom representation of competencies
- Theoretical (blue)
- Technical skills (green)
- Course outcomes pay to required Competencies

Course	Units	Course Outcomes
Theoretical		
Principles of Disease Control	Disease Control Programmes & policies General principles	<ul style="list-style-type: none">• <u>List and describe</u> the various methods used for disease control, specifically: surveillance, compartmentalization, eradication, stamping out, vaccination, quarantine, traceability• <u>Understand and apply</u> foundational epidemiological principles to protect the quality, safety and marketability of foods
	Epidemiology	
	Specific Disease Control Programmes & policies	<ul style="list-style-type: none">• <u>List and briefly describe</u> regional control programmes for diseases with food safety and quality, or notifiable significance, e.g. tuberculosis, swine fever
	Applied Epidemiology tools	<ul style="list-style-type: none">• <u>Use and advise</u> on how and why specific approaches (e.g. vaccination, stamping out) are used for respective specific disease control programs
Technical Skills		
VPH Core Skills	Necropsy & gross pathology	<ul style="list-style-type: none">• <u>Perform</u> necropsies on key production species and <u>identify</u> pathologies that compromise fitness for consumption• <u>Perform</u> post-mortem abattoir procedures (e.g. organ incision & palpation) on key production species• <u>Differentiate</u> normal from abnormal structure and function at the gross level



WOAH Curricula Guidelines for VPPs – 22 Courses

- Anatomy & Physiology
- Animal Diseases
- Animal Examination, Diagnostic and Therapeutic Techniques
- Animal Production Systems
- Animal Welfare & Ethology
- Clinical Pathology
- Communication
- Field Biosafety and Biosecurity
- Food Hygiene
- Immunology
- Information Technology Applications
- Laboratory Biosafety and Biosecurity
- Laboratory Diagnostic Techniques
- Microbiology
- Parasitology
- Pathology
- Pharmacology and Toxicology
- Primary Animal Health Care Techniques
- Principles of Disease Control
- Professional Jurisprudence & Ethics
- Quality Management
- Veterinary Public Health

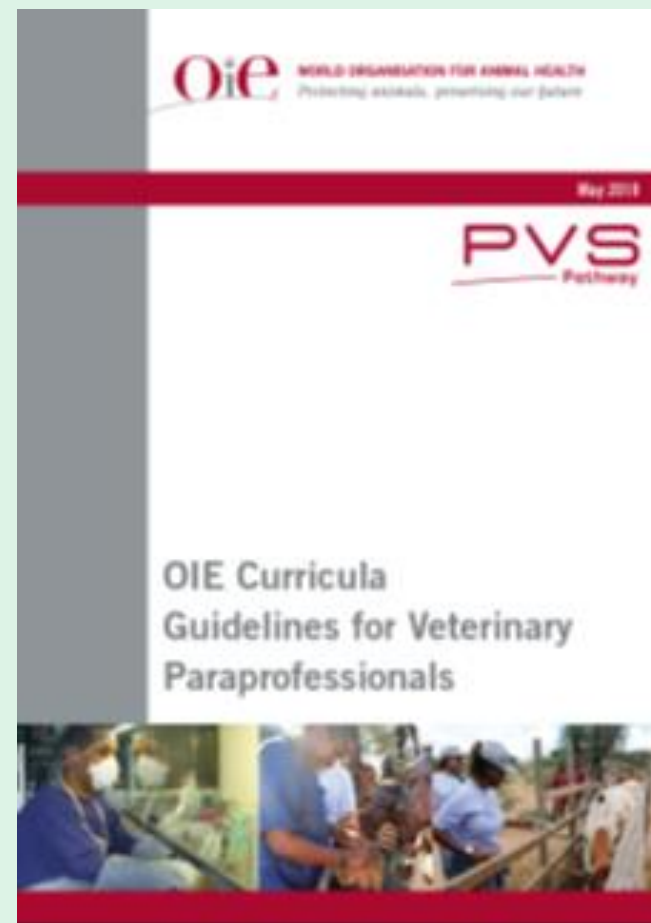


WOAH Curricula Guidelines for VPPs – Suggested Courses by Track

Course Name, Description, and Objectives	Unit Name	AH	VPH	Lab
Anatomy and Physiology Anatomy is the study of structures and organ systems of animals at the gross and microscopic level. Physiology is the study of the normal function of living organisms at the biochemical, cellular, and tissue levels. <u>Course objectives:</u> Students successfully completing the Course will be able to: <ul style="list-style-type: none"> Identify the structure and function of the major organ systems and corresponding physiological processes Use proper anatomical terminology to describe major organs of each system, their location, and function Compare anatomical and physiological differences across common animal species Understand how anatomical and physiological knowledge can be applied to field practices 	Anatomy and Physiology	✓	✓	✓
	Anatomy and Physiology Practicum	✓	✓	✓
Animal Diseases Animal Diseases is the study of specific infectious and non-infectious diseases. <u>Course objectives:</u> Students successfully completing the Course will be able to: <ul style="list-style-type: none"> Describe and discuss the aetiology, epidemiological patterns, clinical signs, diagnosis, treatment, prevention, control and public health issues for relevant infectious diseases of importance Describe and discuss the causes, epidemiological patterns clinical signs, diagnosis, treatment, prevention and control, for relevant non-infectious diseases of importance Apply knowledge to recognise a specific disease in the field and suggest approaches to treatment, control and prevention 	Zoonoses and Emerging Diseases*	✓	✓	✓
	Infectious Diseases of National Importance	✓	✓	✓
	Non-infectious Diseases of National Importance	✓	✓	✓
Animal Examination, Diagnostic and Therapeutic Techniques The Animal Examination, Diagnostic and Therapeutic Techniques Course provides the practical skills necessary to effectively restrain and clinically examine animals, obtain diagnostic specimens and administer treatments. <u>Course objectives:</u> Students successfully completing the Course will be able to: <ul style="list-style-type: none"> Understand and interpret the behaviour of relevant animal species in relation to effective restraint and personal safety Obtain a clinical history from the animal's keeper Examine the animal's environment in the context of a disease occurrence Identify and record physical abnormalities Collect appropriate specimens for diagnosis Conduct basic therapeutic procedures Properly use and care for all equipment and supplies associated with restraint, examination, sampling and treatment 	Animal Handling and Restraint Practicum	✓	✓	✓
	Clinical Examination Practicum	✓		
	Specimen Quality Practicum	✓	✓	✓
	Diagnostic and Therapeutic Techniques Practicum I	✓	✓	
	Diagnostic and Therapeutic Techniques Practicum II	✓		



How Can Members use the WOAHA Guidelines





Intended Use of the Guidelines

Aim

1. To produce competent VPPs in a time and resource efficient manner
2. These are guidelines and not a strict standard. Each country should adapt the Guidelines to their:
 - Workforce needs: production environment, animal species, disease status, etc.
 - Regulatory environment
3. Modular: able to be customized and changed over time
4. No training period or sequencing
5. Two training models recognized (scaffolded vs. practical)

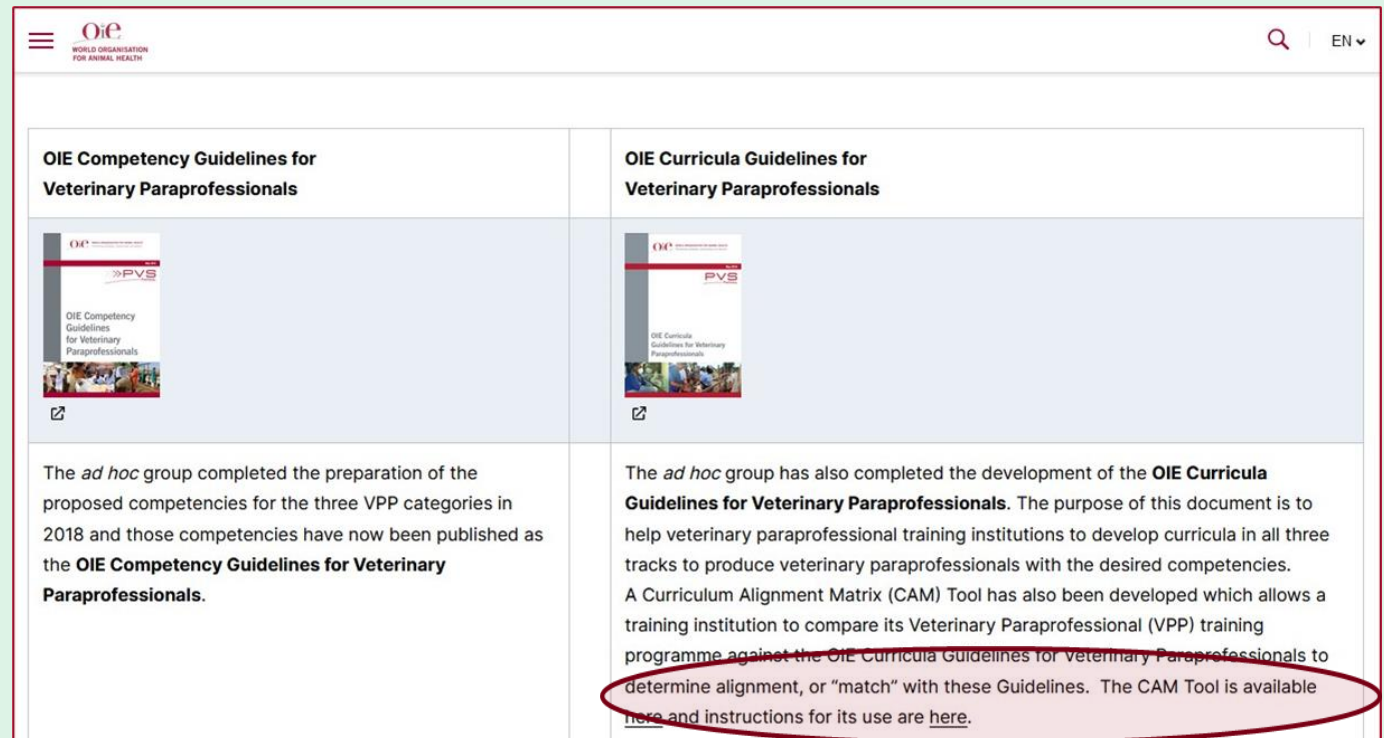
Intended Use of the Guidelines

Curriculum Alignment Matrix (CAM) Exercise

1. Tool used in WOAHA Veterinary Curriculum Support Mission
2. Purpose: Cross-check your curricular programme courses against WOAHA VPP Curricula Guidelines

3. Exercise that population data into a Curriculum Alignment Matrix (CAM)

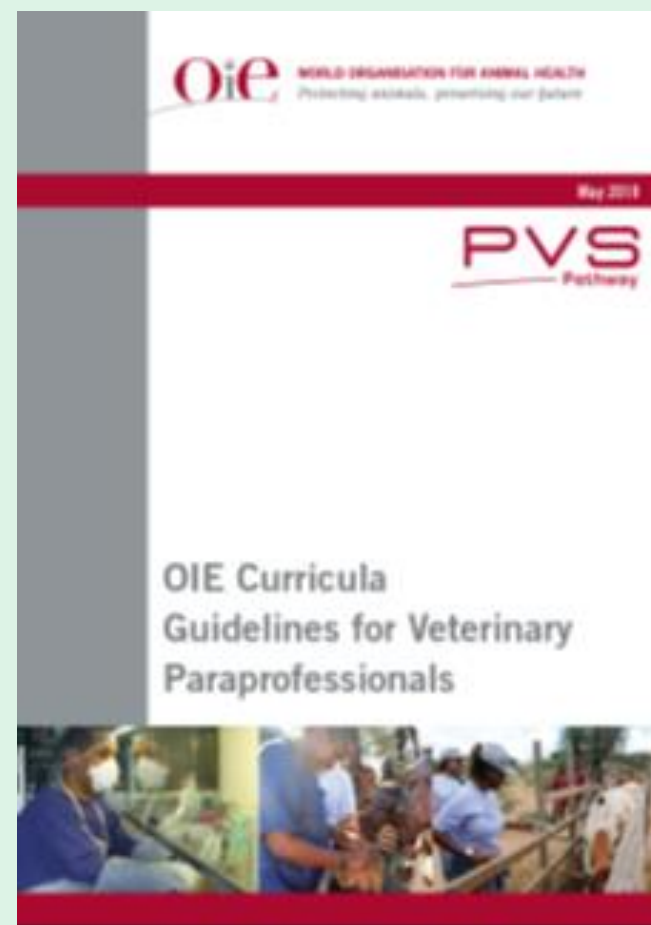
- Evaluates degree of alignment
- Identify gaps in curriculum
- Benchmark gaps against other curricula
- Feedback to WOAHA



The screenshot displays the OIE website interface. At the top, the OIE logo and 'WORLD ORGANISATION FOR ANIMAL HEALTH' are visible. Below the navigation bar, there are two columns of content. The left column is titled 'OIE Competency Guidelines for Veterinary Paraprofessionals' and features a book cover with the OIE logo and 'PVS' text. The right column is titled 'OIE Curricula Guidelines for Veterinary Paraprofessionals' and also features a book cover with the OIE logo and 'PVS' text. Below the book covers, there are two paragraphs of text. The first paragraph, under the competency guidelines, states: 'The *ad hoc* group completed the preparation of the proposed competencies for the three VPP categories in 2018 and those competencies have now been published as the **OIE Competency Guidelines for Veterinary Paraprofessionals**.' The second paragraph, under the curricula guidelines, states: 'The *ad hoc* group has also completed the development of the **OIE Curricula Guidelines for Veterinary Paraprofessionals**. The purpose of this document is to help veterinary paraprofessional training institutions to develop curricula in all three tracks to produce veterinary paraprofessionals with the desired competencies. A Curriculum Alignment Matrix (CAM) Tool has also been developed which allows a training institution to compare its Veterinary Paraprofessional (VPP) training programme against the OIE Curricula Guidelines for veterinary Paraprofessionals to determine alignment, or "match" with these Guidelines. The CAM Tool is available [here](#) and instructions for its use are [here](#).' The last sentence of the second paragraph is circled in red.



Linkage of Competency Guidelines to Curricular Guidelines





Identifying the Training Needs - Competencies

Animal Health Track

Scenario 2:

VPPs authorised to provide both clinical services to livestock owners and government regulatory services in a designated area

Expected tasks	Spheres of Activities	Competencies
Routine veterinary extension services	SOA 1: Animal and Veterinary Science	1.1, 1.2, 1.3
	SOA 3: Biosafety, Biosecurity and Occupational Health & Safety	3.1, 3.2, 3.3
	SOA 4: Communication	4.1, 4.2
	SOA 5: Veterinary Legislation, Policies, Ethics & Professionalism	5.1, 5.2, 5.3
	SOA 8: Animal Production and Agricultural Economics	8.1, 8.2
	SOA 12: Workflow Management	12.1
	SOA 13: Record keeping, data Collection, and Management	13.1
	SOA 14: Disease {Prevention and Control Programmes	14.1, 14.2, 14.4
	SOA 15: Veterinary Products	15.2, 15.4
	SOA 16 Food Hygiene	16.1

Competency 8.1
Know the basic technical characteristics of commercial & non-commercial livestock production systems

Competency 15.4
Ability to communicate to animal owners how to improper use of drugs can have and adverse effect on public health



Identifying the Training Needs - Competencies

Expected tasks	Spheres of Activities	Competencies
Veterinary clinical services e.g., reproduction related activities, basic treatment, internal external parasite control, preventive vaccination, sampling, dehorning, castration and other production related interventions, and disease control	SOA 1: Animal and Veterinary Science	1.1, 1.2, 1.3
	SOA 3: Biosafety, Biosecurity and Occupational Health & Safety	3.1, 3.2, 3.3
	SOA 4: Communication	4.1
	SOA 5: Veterinary Legislation, Policies, Ethics & Professionalism	5.1, 5.2, 5.3
	SOA 6: Use and Management of Equipment and Facilities	6.1, 6.2, 6.3, 6.4
	SOA 7: Animal Handling and Animal Welfare	7.1, 7.2
	SOA 8: Animal Production and Agricultural Economics	8.1, 8.2
	SOA 9: Specimen Collection and Sampling	9.1, 9.2, 9.3
	SOA 10: Laboratory and Field Testing	10.1b, 10.2b
	SOA 12: Workflow Management	12.1, 12.2
	SOA 13: Record keeping, data Collection, and Management	13.1, 13.2
	SOA 14: Disease {Prevention and Control Programmes	14.1, 14.2, 14.4
	SOA 15: Veterinary Products	15.1, 15.2, 15.3,15.4
SOA 16 Food Hygiene	16.3	



Identifying the Training Needs - Competencies

Expected tasks	Spheres of Activities	Competencies
Regulatory services e.g., surveillance, reporting, vaccination, meat inspection, where applicable	SOA 1: Animal and Veterinary Science	1.2
	SOA 3: Biosafety, Biosecurity and Occupational Health & Safety	3.1, 3.2
	SOA 4: Communication	4.1
	SOA 5: Veterinary Legislation, Policies, Ethics & Professionalism	5.1, 5.3
	SOA 6: Use and Management of Equipment and Facilities	6.1, 6.2, 6.3
	SOA 7: Animal Handling and Animal Welfare	7.1, 7.2
	SOA 9: Specimen Collection and Sampling	9.1, 9.2, 9.3
	SOA 12: Workflow Management	12.1, 12.2
	SOA 13: Record keeping, data Collection, and Management	13.1
	SOA 14: Disease {Prevention and Control Programmes	14.1, 14.2, 14.3
	SOA 15: Veterinary Products	15.1, 15.3
SOA 16: Food Hygiene	16.2, 16.4	

Thank you

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