

Veterinary Paraprofessionals (VPPs): history, definition, distribution in the world

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Workforce Development



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Health

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PVS Evaluation and PVS Evaluation follow up

2

The PVS Evaluation provides a voluntary overview assessment of the National Veterinary Services using 45 Critical Competencies to identify gaps

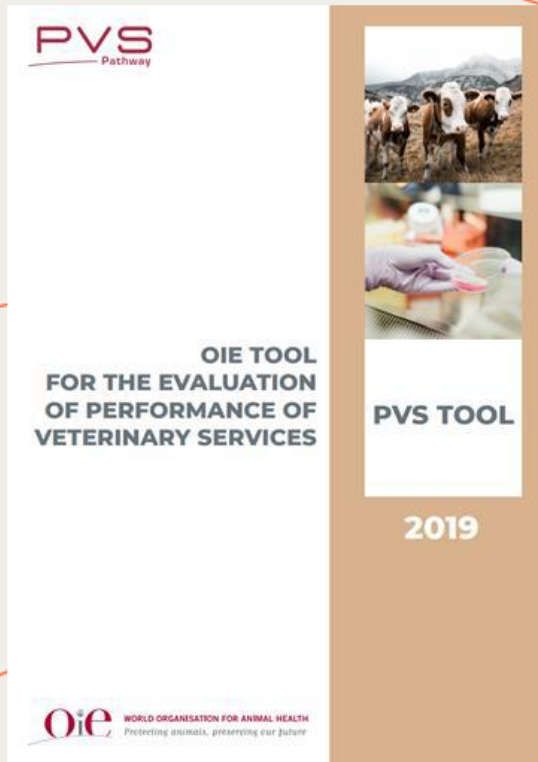
An in-country mission is conducted by WOAHP PVS experts for 2 weeks

Several of the 45 CCs specifically address workforce-related issues

- I-1 Staff numbers - veterinarians and VPPs
- I-2 Staff competency and education - veterinarians and VPPs
- I-3 Continuing Education (vets and VPPs)
- III-5 Regulation of the Professions by a Veterinary Statutory Body (vets and VPPs)
- III-7 Veterinary Clinical Services

This is all useful information to support workforce assessment and planning

If a country has had a PVS Evaluation but it has been more than 5 years, the country can request a PVS Follow Up Mission to update their information





(Level 3 considered adequate)

I-2 Competencies of veterinarians and veterinary paraprofessionals	Level of advancement	Score N=87	% of total
The capability of the VS to efficiently carry out their veterinary and technical functions, measured by the academic qualifications of their personnel in veterinary and other professional and technical positions. A. Professional competencies of veterinarians	1. The veterinarians' practices, knowledge and attitudes are of a variable standard that usually allow for elementary clinical and administrative activities of the VS	15	17
	2. The veterinarians' practices, knowledge and attitudes are of a uniform standard that usually allow for accurate and appropriate clinical and administrative activities of the VS	27	31
	3. The veterinarians' practices, knowledge and attitudes usually allow undertaking all professional/technical activities of the VS (e.g., epidemiological surveillance, early warning, public health, etc.)	33	38
	4. The veterinarians' practices, knowledge and attitudes usually allow undertaking specialized activities as may be needed by the VS.	9	10
	5. The veterinarians' practices, knowledge and attitudes are subject to regular updating, or international harmonization or evaluation.	3	3

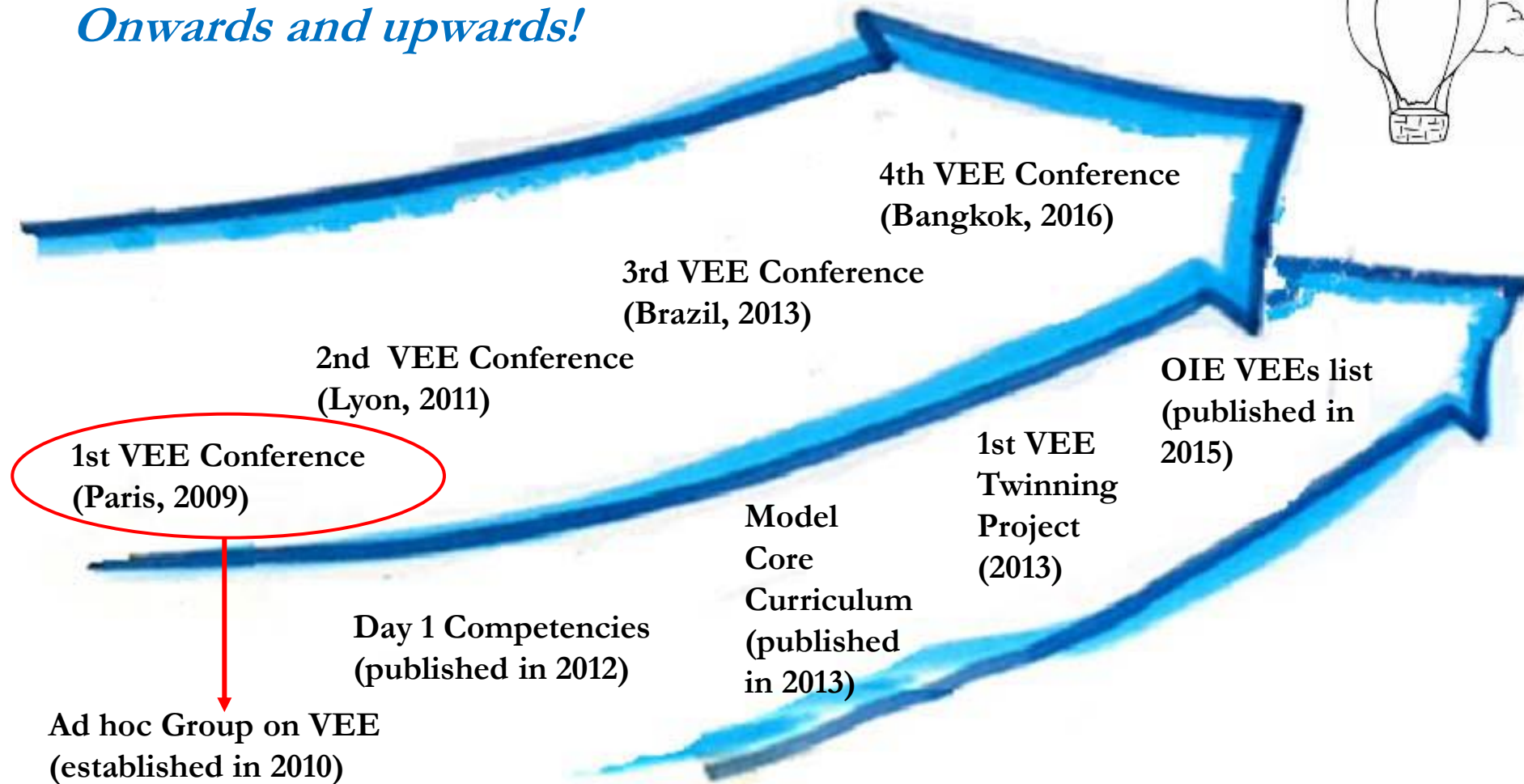
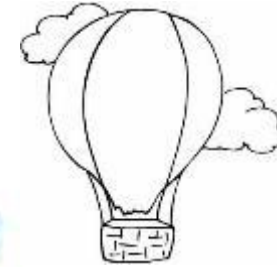
48%

- A well-educated veterinary workforce is key in providing:
 - scientifically sound **risk assessments**
 - credible **reporting of disease**
 - effective **delivery of services** to producers and consumers
- High quality veterinary education is instrumental in forming such a workforce, capable of leading good governance practices



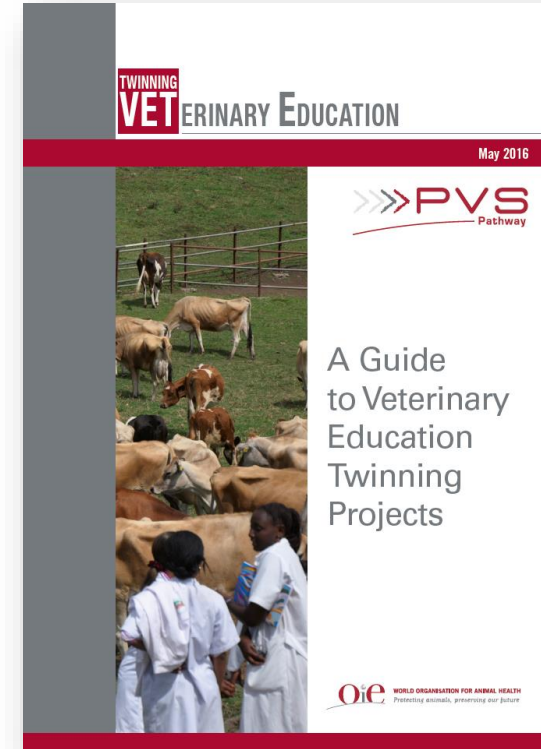
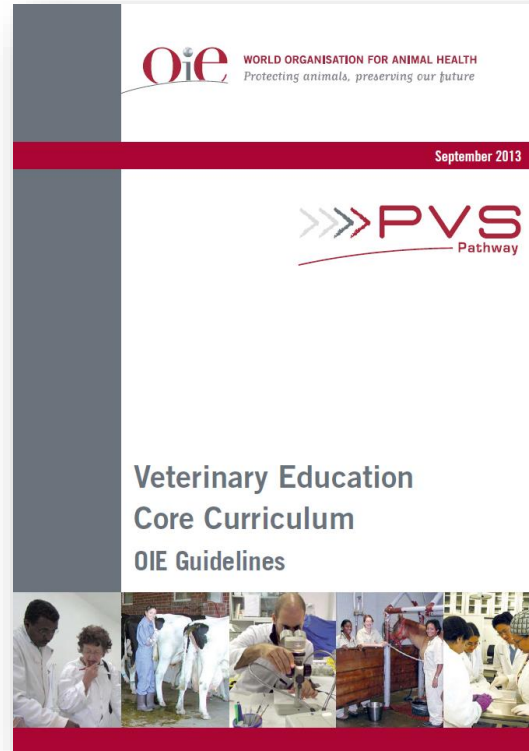
WOAH History on Veterinary Education

Onwards and upwards!





Outputs of Veterinary Education Initiatives

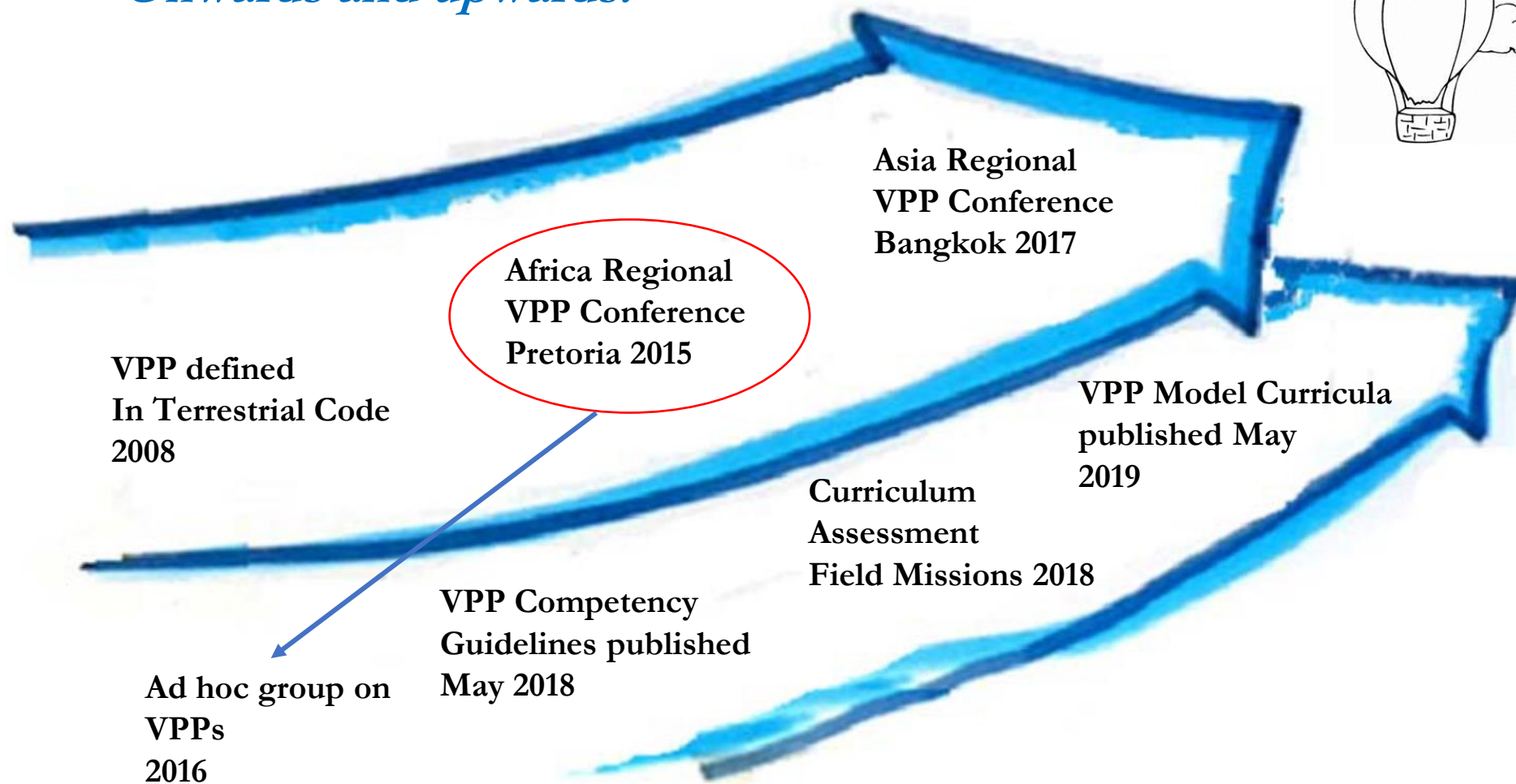
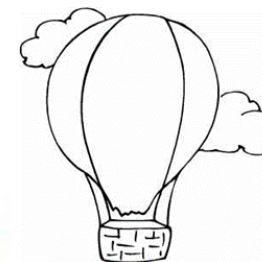


The Day 1 Competencies and Curriculum Guidelines are now referenced in the 7th edition of the PVS Tool for CC I.2.A: Competency and Education of Veterinarians



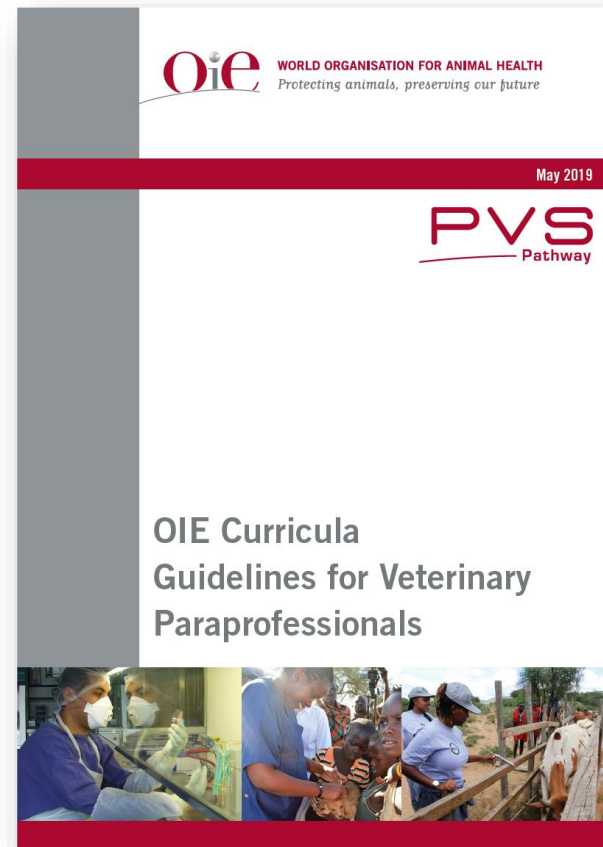
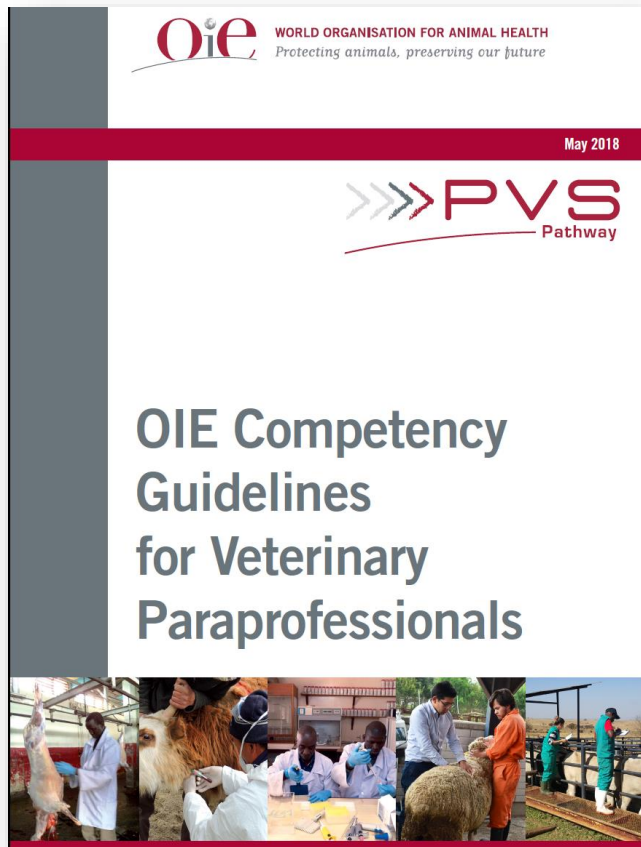
WOAH History on Veterinary Paraprofessionals

Onwards and upwards!





Outputs of VPPs Education Initiatives





What is a VPP?

It's complicated!!!

There is a variable applied definition across countries, context and time....

Historical perspectives

- Withdrawal of funding for public veterinary services
- Lack of vets graduating
- Limited incentives for rural practice
- Vet void filled by VPP



These terms mainly relate to:

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The Free Encyclopedia

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Paraveterinary worker

From Wikipedia, the free encyclopedia

Paraveterinary workers are those people who assist a **veterinary physician** in the performance of their duties, or carry out animal health procedures autonomously as part of a **veterinary care system**. The job role varies throughout the world, and common titles include **veterinary nurse, veterinary technician, veterinary assistant and veterinary technologist**, and variants with the prefix of 'animal health'.

The scope of practice varies between countries, with some countries allowing suitably qualified paraveterinary workers a scope of autonomous practice, including minor surgery, whilst others restrict their workers to simple assisting of the veterinarian.

Contents [hide]

Veterinary technicians of the US Army assist in an operation on a military working dog.

- *Industrialised countries*
- *Does include more private clinical practice over public good practice*



What is a Veterinarian?

What is a VPP?

WOAH *Terrestrial Animal Health Code Glossary*

Veterinarian

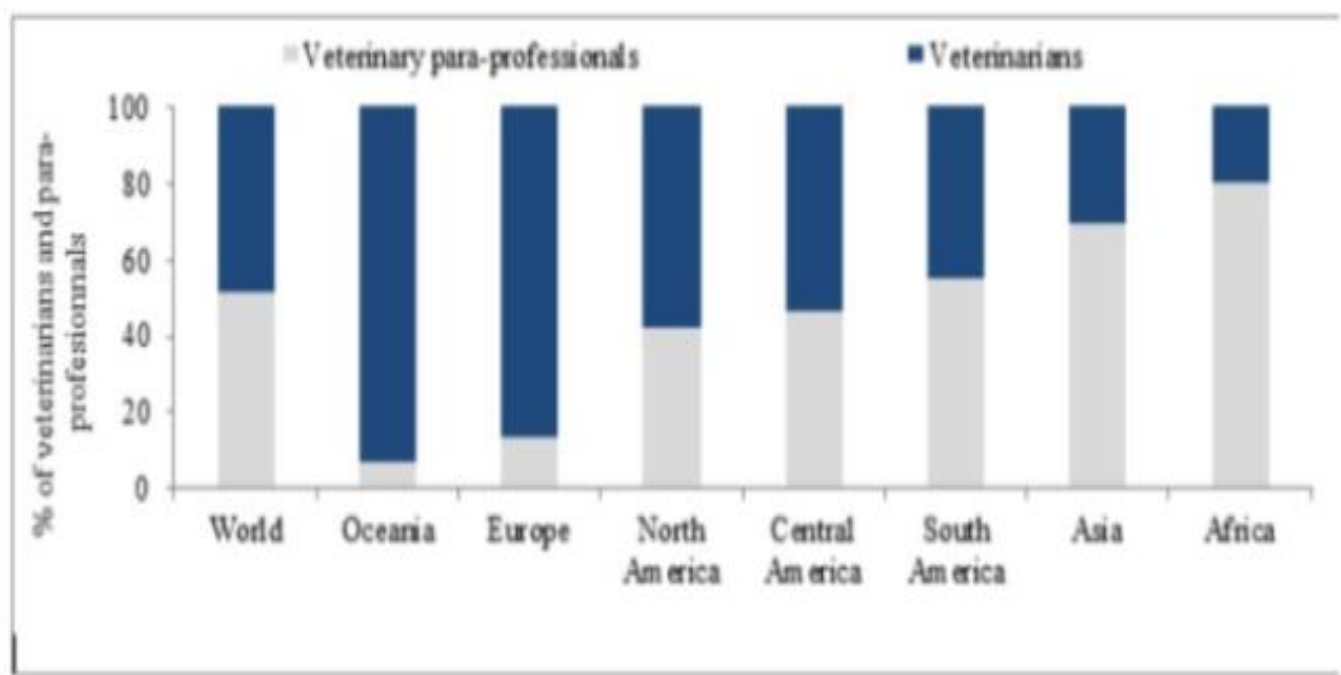
- A person with appropriate education, registered or licensed by the relevant *veterinary statutory body* of a country to practice *veterinary medicine/science* in that country.

Veterinary Para-professional (VPP)

- A person who, for the purposes of the *Terrestrial Code*, is *authorised by the veterinary statutory body* to carry out *certain designated tasks* (dependent upon the category of *veterinary para-professional*) in a territory, and delegated to them *under the responsibility and direction of a veterinarian*. The tasks for each category of *veterinary paraprofessional* should be defined by the *veterinary statutory body* depending on *qualifications and training*, and according to *need*.



VPP WAHIS Information



OIE WAHIS data via S. Adediran, et al., Linking VPP with Veterinarians OIE Conference, Pretoria, South Africa. Oct 2015.

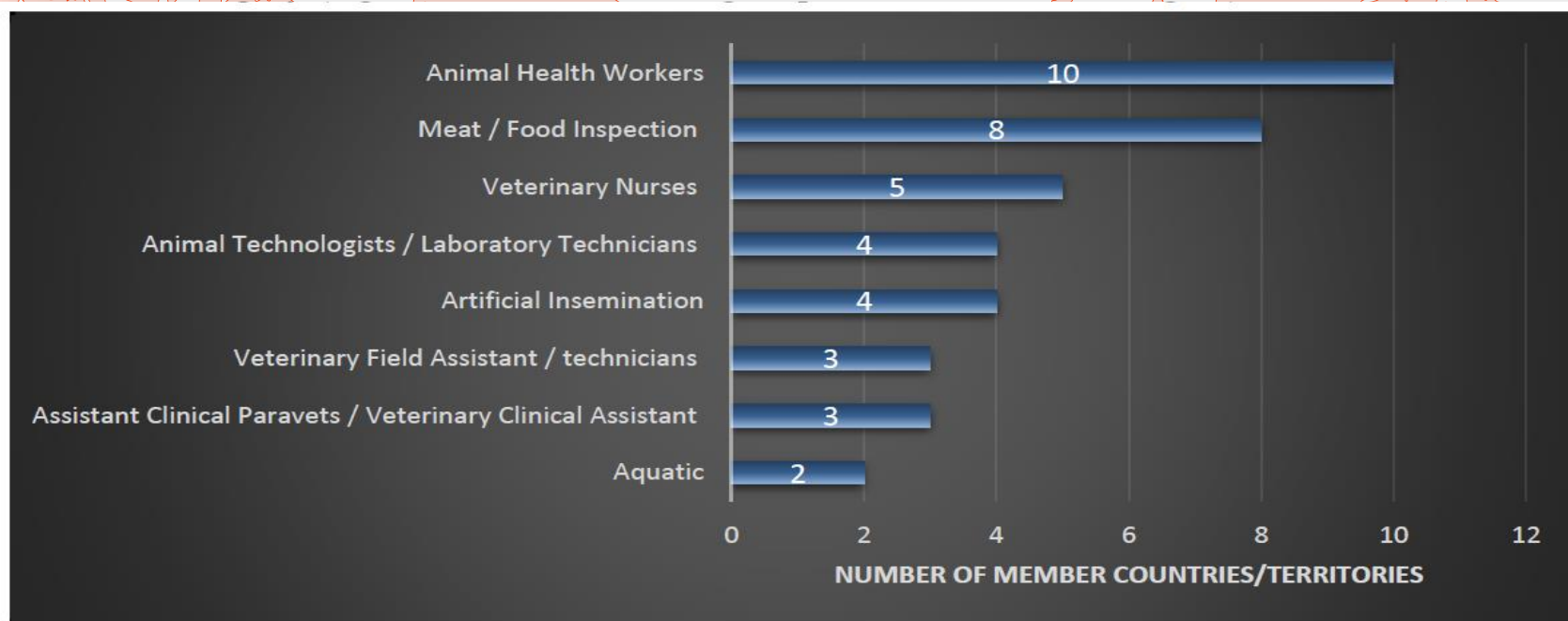


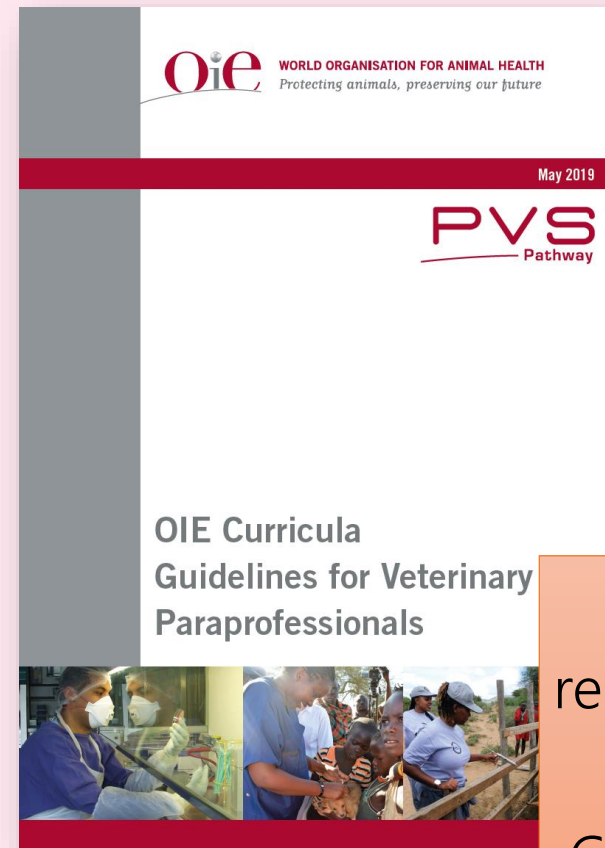
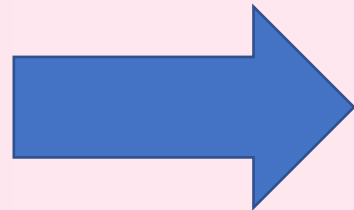
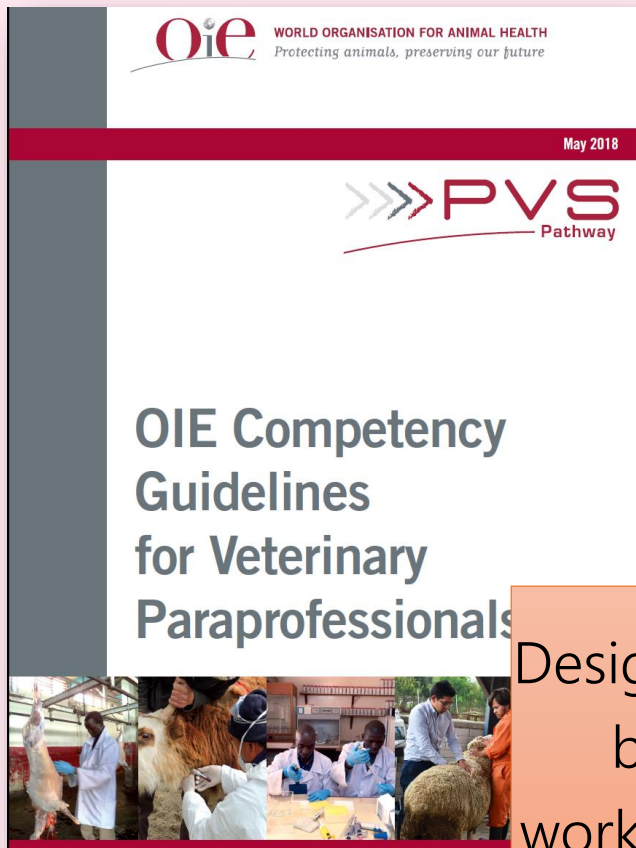
Figure 16: Major VPP types in Member Countries/Territories (n=18)

OIE Regional meeting, Tokyo.

Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China (P.R.), Chinese Taipei, Hong Kong SAR, India, Indonesia, Iran, Japan, Korea (R.O.), Laos, Malaysia, Mongolia, Myanmar, Nepal, New Zealand, Philippines, Singapore, Sri Lanka, Thailand and Vietnam.

Competencies

Curricula



Design principles based on workforce needs

Classroom representations of the Competencies



- **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





VPP Curriculum Support Missions

Methodology

Phase 1: Curriculum review and assessment (2-weeks)

- *Pre-workshop field visits: training institutions and interviews with vets, VPPs, etc*
- *Curriculum review and assessment workshop*

Phase 2: Curriculum development (12-18 months)

Online and face-face support

Purpose:

Review the alignment of VPP training curricula with WOAHCurricula guidelines and with national requirements

Where appropriate, support curricular development to improve alignment of national curricula with WOAHCurricula guidelines and national requirements

Support institutions to review and address their teaching and training quality and resources

Thank you

Source: <https://www.woah.org/en/what-we-offer/improving-veterinary-services/pvs-pathway/targeted-support/veterinary-and-veterinary-paraprofessional-education/>

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