

# Competency-Based Approaches to Learning: The WOAH Competency Guidelines

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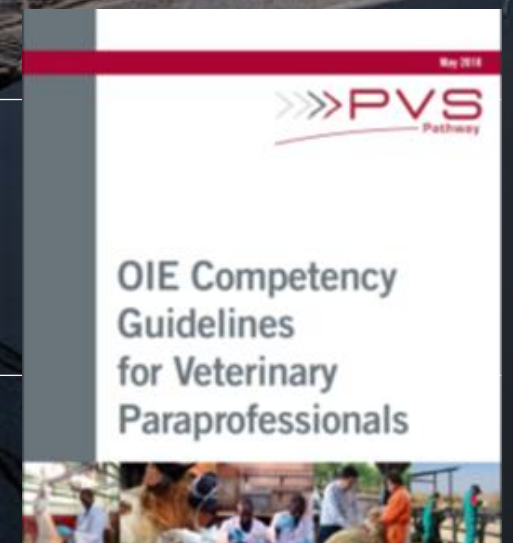
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## Competency-based approaches to training and job creation

**Competency =  
knowledge + skills + attitudes + aptitude**





Competency-based education (CBE)

**CBE: This approach helps to develop a broad set of skills amongst students.**

*Primary focus is that students can advance to the next level when they can demonstrate mastery of a concept.*





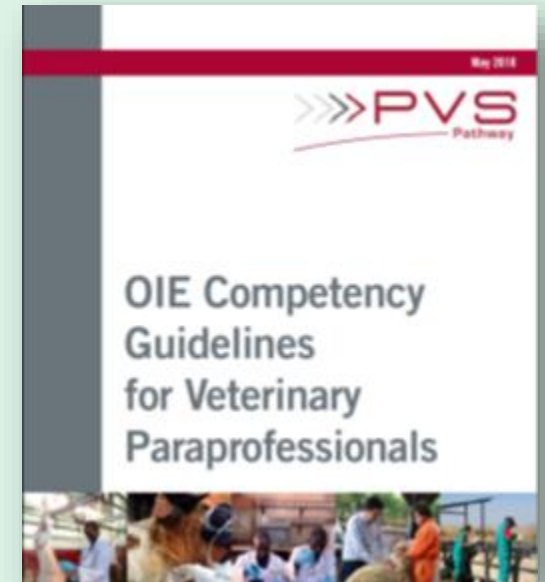
## Competency-based education (CBE)

### Why take a CBE approach?

- To prepare individuals for real-world challenges of the future
- Empowerment of students with competencies in various fields
- Fit-for-purpose educational programming
- Takes into account different learning styles

### End Goal

*Measurable learning outcomes which students must master to competently perform their jobs.....*

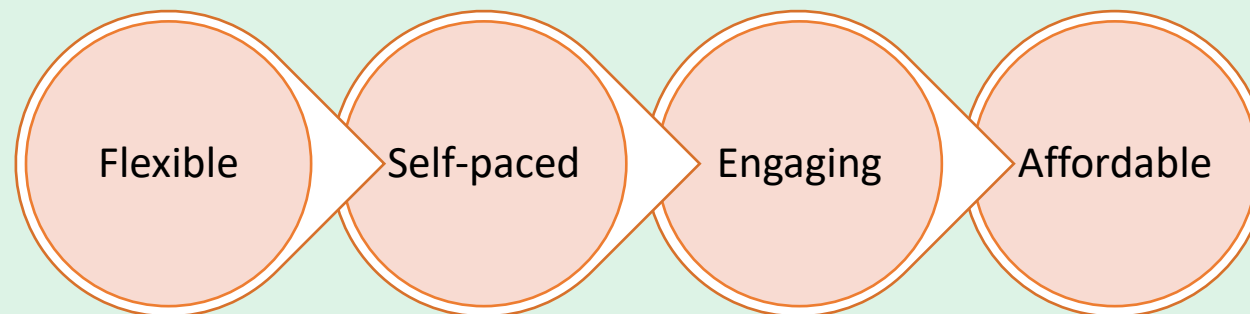




## Competency-based education (CBE)

# CBE Approach Benefits

- Key benefit = skills-based
- Programs are based on the development of competencies applicable to a specific career.
- Focus is on what students learn, not on the amount of time spent in the classroom completing credits.





## Using A CBE Approach to Assess Competencies

- Have the student acquired the specified competencies by the end of the program?
- If yes, was this acquisition of the competencies a result of the program?



## Strengths to using a CBE Programme

- Meets sector-specific needs of profession in a country
- Students have increased likelihood of employment
- Can speed up time to completion if prior learning is recognized by the institution
- Mentorship
- Both employer and employee benefit



## CBE Approach Conclusions

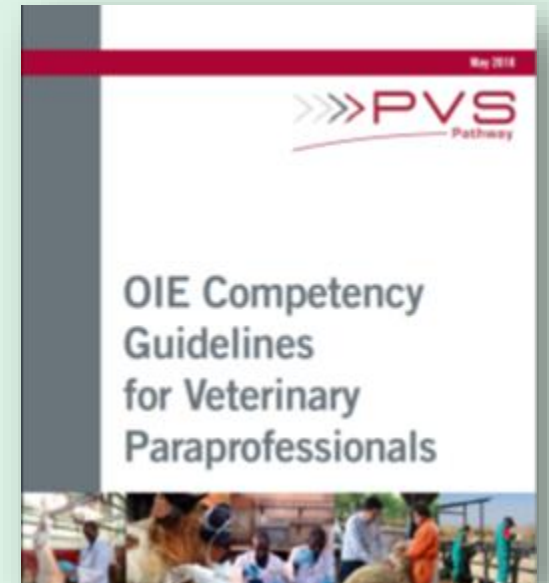
- Has the capacity to help student be better prepared to face work-related challenges after graduation
- Newer approach to learning design compared to traditional educational learning, competency-based approaches are gaining popularity within educational institutions, since it shows definite improvement in job-oriented skills for students





## WOAH Competency Guidelines

- Corresponds to 3 tracks of VPPs
- Identifies 16 key spheres of activities (SOA)
- Between 2 and 5 relevant competencies for each sphere
- Overlaps may occur between different tracks
- Some may be foundational for a track, but not necessary for another





## WOAH Competency Guidelines for VPPS

**Table 1: Spheres of Activity by VPP track**

Sphere of Activity	Tracks of Veterinary Paraprofessionals		
	Lab	Animal Health	Public Health
1. Animal and Veterinary Science		●	●
2. Laboratory Science	●		
3. Biosafety, Biosecurity and Occupational Health & Safety	●	●	●
4. Communication	●	●	●
5. Veterinary Legislation, Policies, Ethics and Professionalism	●	●	●
6. Use and Management of Equipment and Facilities	●	●	●
7. Animal Handling and Animal Welfare	●	●	●
8. Animal Production and Agricultural Economics		●	●
9. Specimen Collection and Sampling	●	●	●
10. Laboratory and Field Testing	●	●	●
11. Laboratory Quality Management	●		
12. Workflow Management	●	●	●
13. Record Keeping, Data Collection and Management	●	●	●
14. Disease Prevention and Control Programmes	●	●	●
15. Veterinary Products		●	●
16. Food Hygiene	●	●	●



## WOAH Competency Guidelines for VPPS - Example

Definition and importance statement ensure common understanding of what is meant by given competency

Name of Competency

Behavioral indicators are example Knowledge Skills and Attitude for the level. These are not all inclusive but would be learning objectives for a given training

Core Competency 1: Animal Production and Husbandry	
<p><b>Definition:</b> Animal production means the sustainable and optimal use of systems, infrastructure, resources, technology, and management practices applied to the keeping of animals for food and animal products to achieve food security. Amongst others, it includes the concepts of health, welfare, feeding, breeding, housing, and marketing.</p> <p><b>Why it is important:</b> Animal production is required for the safe, sustainable, and efficient production of animal products given the scarce resources available and changing environmental conditions. With a focus on the need for sustainable, continuous growth and transformation of the use of livestock and agriculture sectors for all.</p>	
Competency Framework	
Day 1	Advanced
<ul style="list-style-type: none"> <li>• Describe, and assess different production units, including communal vs. commercial, and extensive vs. intensive</li> <li>• Describe the extensive production cycles of:               <ul style="list-style-type: none"> <li>○ Different species – cattle, sheep, goats, poultry, pigs</li> <li>○ Stages of production – e.g., Calving, breeding, weaning &amp; dry cow</li> <li>○ Critical control points</li> <li>○ Monitoring weight gain and condition – when and how</li> </ul> </li> <li>• Implement nutrition principles in extensive production environments, including basic nutritional needs, feeding systems, seasonal shortages, rangeland &amp; grazing management (grazing plan and capacity), supplementary nutrition ( eg. winter licks), technologies available</li> <li>• Apply animal reproduction practices in terms of artificial insemination</li> <li>• Apply modern production technologies and practices in an extensive environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply modern production technologies and practices such as growth promoters</li> <li>• Describe the production cycle as they relate to intensive production systems, inclusive of feed lotting (for poultry, pigs, sheep, beef, dairy, aquaculture etc.)</li> <li>• Implement nutrition principles in terms of feed mixing and ratios</li> <li>• Design and implement traceability systems for individual livestock identification.</li> <li>• Implement principles of animal selection as they relate to growth and disease resistance</li> <li>• Implement advanced animal reproduction practices in terms of artificial insemination</li> <li>• Conduct relevant accredited training of farm personnel</li> </ul>

Includes and builds on VPP Day 1 competencies

Examples provided for illustrative purposes (not restrictive)

Lowest proficiency level

Levels build on each other: all behaviours indicated under Day 1 should also be mastered by the advanced level

Highest proficiency level

# Thank you

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