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

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

An in-country mission is conducted by WOAH 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
- III-5 Regulation of the Professions by a Veterinary Statutory Body
- 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.
Outcomes of PVS Missions 2006-2009 for Vets

(Level 3 considered adequate)

<table>
<thead>
<tr>
<th>Competencies of veterinarians and veterinary paraprofessionals</th>
<th>Level of advancement</th>
<th>Score N=87</th>
<th>% of total</th>
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<tbody>
<tr>
<td>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.</td>
<td>1. The veterinarians’ practices, knowledge and attitudes are of a variable standard that usually allow for elementary clinical and administrative activities of the VS</td>
<td>15</td>
<td>17</td>
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<td></td>
<td>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</td>
<td>27</td>
<td>31</td>
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<td>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.)</td>
<td>33</td>
<td>38</td>
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<td>4. The veterinarians’ practices, knowledge and attitudes usually allow undertaking specialized activities as may be needed by the VS.</td>
<td>9</td>
<td>10</td>
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<td>5. The veterinarians’ practices, knowledge and attitudes are subject to regular updating, or international harmonization or evaluation.</td>
<td>3</td>
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48%
Importance of Veterinary and Para-Veterinary Education

• 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!

1st VEE Conference (Paris, 2009)

2nd VEE Conference (Lyon, 2011)

3rd VEE Conference (Brazil, 2013)

4th VEE Conference (Bangkok, 2016)

1st VEE Twinning Project (2013)

Model Core Curriculum (published in 2013)

OIE VEEs list (published in 2015)

Day 1 Competencies (published in 2012)

Ad hoc Group on VEE (established in 2010)

Ad hoc Group on VEE
(established in 2010)
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!

VPP defined
In Terrestrial Code
2008

Ad hoc group on VPPs
2016

Africa Regional VPP Conference
Pretoria 2015

VPP Competency Guidelines published
May 2018

Curriculum Assessment
Field Missions 2018

Asia Regional VPP Conference
Bangkok 2017

VPP Model Curricula published May
2019

May 2018

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Asia Regional VPP Conference
Bangkok 2017

VPP Model Curricula published May
2019
Outputs of VPPs Education Initiatives

OIE Competency Guidelines for Veterinary Paraprofessionals

May 2018

OIE Curricula Guidelines for Veterinary Paraprofessionals

May 2019
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
What is a VPP?

These terms mainly relate to:

- Industrialised countries
- Does include more private clinical practice over public good practice
What is a Veterinarian?
What is a VPP?

**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 Regional meeting, Tokyo.

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

Competencies

Curricula

Design principles based on workforce needs

Classroom representations of the Competencies
Tracks

- 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

Purpose:
Review the alignment of VPP training curricula with WOAH Curricula guidelines and with national requirements
Where appropriate, support curricular development to improve alignment of national curricula with WOAH Curricula guidelines and national requirements
Support institutions to review and address their teaching and training quality and resources

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
Thank you