

VPP Curricular Guidelines

Dr Johan Oosthuizen
WOAH VPP - Expert

Arusha
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World
Organisation
for Animal
Health
Founded as OIE

Organisation
mondiale
de la santé
animale
Fondée en tant qu'OIE

Organización
Mundial
de Sanidad
Animal
Fundada como OIE





Introduction

- The purpose of the WOAH Curricula Guidelines for Veterinary Paraprofessionals (VPPs) is to provide a set of common guidelines for the expected **knowledge, skills, attitudes, and aptitudes** that VPPs should acquire by the end of their training.
- The Curricula Guidelines also provides a framework to guide **curricular development** for each of the three Tracks to produce competent VPPs working in various roles as a part of a quality Veterinary Services.



Courses and Units

- The Courses and Units in these Curricula Guidelines were developed to deliver the SOA and Competencies identified in the Competency Guidelines.
- The basic building block for curricula is the Unit.
- Each Unit describes discrete areas of training that allow students to achieve specific Learning Outcomes, which describe what the student will know and be able to do on completion of the Unit.
- Related Units are combined in the document to form indicative Courses, but Member Countries may choose to organise Units into a Course structure best adapted to their needs.

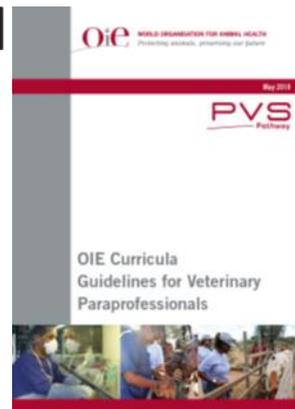


Structure of the Curricula Guidelines



WOAH Curricula Guidelines for VPPs

- Classroom representations of Competencies
- Theoretical (blue)
 - Knowledge
 - Foundation
- Technical skills (green)
- Course outcomes map 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



Curricula Guidelines – 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



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 WOAH Guidelines



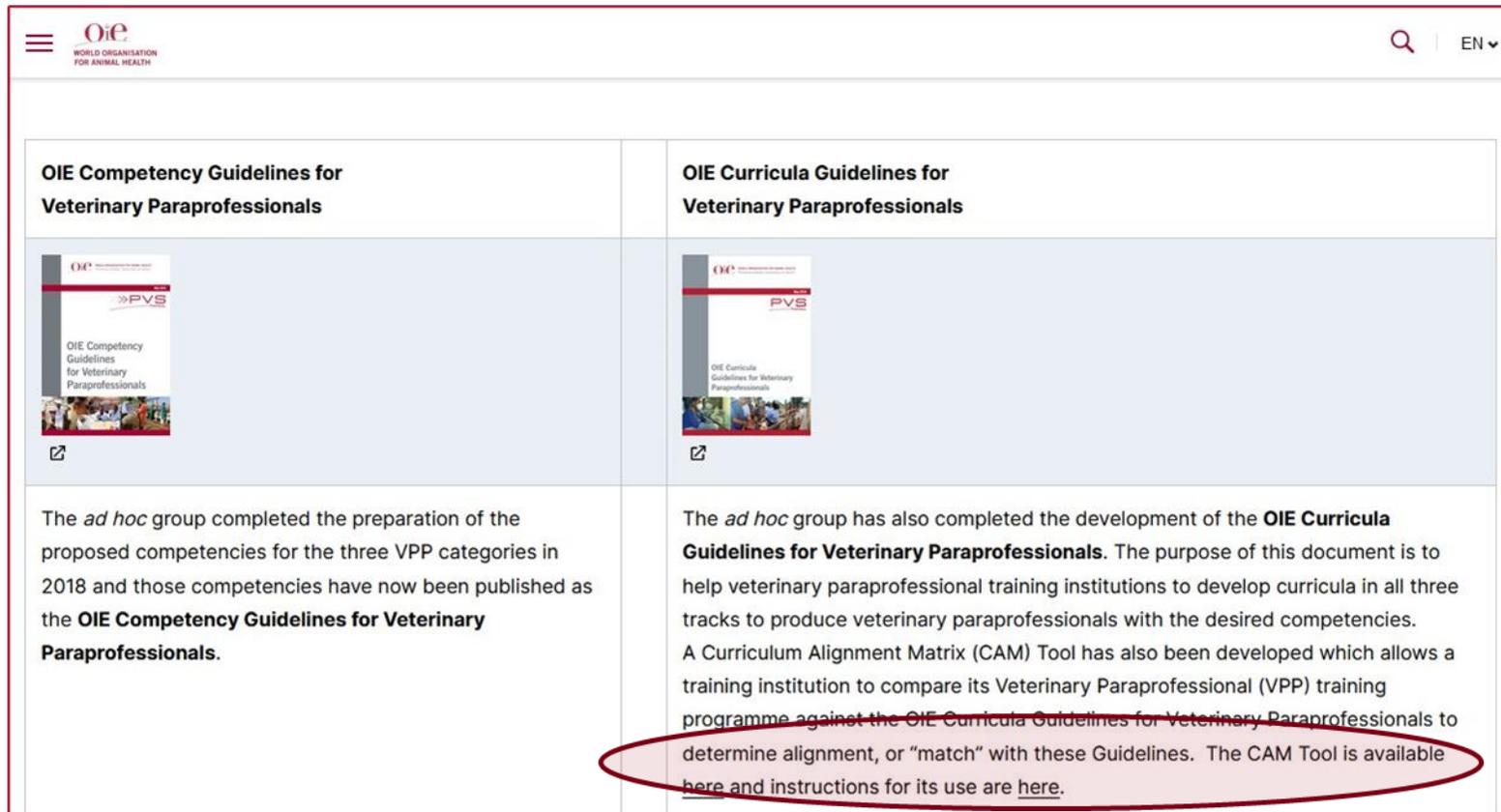


Intend Use of the Guidelines

- Aim: To produce competent VPPs in a time and resource efficient manner
- Not a strict standard – are Guidelines. Each country should adapt them to their:
 - Workforce needs: production environment, animal species, disease status, etc
 - Regulatory environment
- Modular: able to be customised, changed over time
- No training period, nor sequencing, prescribed
- Two training models recognised:
 - **Scaffolded**: start with foundational, theoretical science → later practical, applied skills
 - **Practical**: prioritise skills and application → later backfilling with theoretical knowledge

Curriculum Alignment Matrix (CAM) Exercise

- Cross-check your course against WOAAH VPP Curricula Guidelines
- Populate data into the Curriculum Alignment Matrix
 - Evaluate degree of alignment
 - Identify gaps in curriculum
 - Benchmark against other curricula
 - Feedback to WOAAH



The screenshot displays the OIE website interface. At the top, the OIE logo and 'WORLD ORGANISATION FOR ANIMAL HEALTH' are visible. A search bar and language selector (EN) are in the top right. The main content area is divided into two columns. The left column is titled 'OIE Competency Guidelines for Veterinary Paraprofessionals' and features a thumbnail of the document cover. The right column is titled 'OIE Curricula Guidelines for Veterinary Paraprofessionals' and also features a thumbnail. Below the thumbnails, the text in the right column is circled in red, highlighting the information about the CAM Tool.

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 *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](#).



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

12, rue de Prony, 75017 Paris, France
T. +33 (0)1 44 15 19 49
F. +33 (0)1 42 67 09 87

woah@woah.int
www.woah.org

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