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Investing in People: Competencies of Veterinary Paraprofessionals

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OIE *ad hoc* Group on Veterinary Paraprofessionals (VPPs)

- Terms of Reference
 - Conduct an in-depth review of current approaches to and best practices of VPPs education and training curricula
 - Develop standardised minimum competencies for VPPs
 - Develop guidelines on minimum curricular requirements for VPPs
 - Animal health, veterinary public health and laboratory



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PVS Pathway

OIE Competency Guidelines for Veterinary Paraprofessionals

- Competency & Curricula Guidelines available on the OIE website in three official languages
- <http://www.oie.int/solidarity/veterinary-paraprofessionals/>
- <http://www.oie.int/fr/solidarite/para-professionnels-veterinaires/>
- <http://www.oie.int/es/solidaridad/paraprofesionales-de-veterinaria/>

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OIE Competency Guidelines for VPPs

- Distributed at General Session May 2018
- Provides competency guidelines for veterinary paraprofessionals in three tracks
 - Animal Health (14)
 - Veterinary Public Health (14)
 - Laboratory Diagnostics (13)
- 16 Spheres of Activity
- 47 Competencies
- Annex to illustrate linking competencies to job descriptions
- The inclusion of specific competencies does not imply an endorsement for VPPs to perform the task – that is up to the VSB. Rather it ensures that if the VPP is allowed to perform the task, it will be performed competently

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PVS Pathway

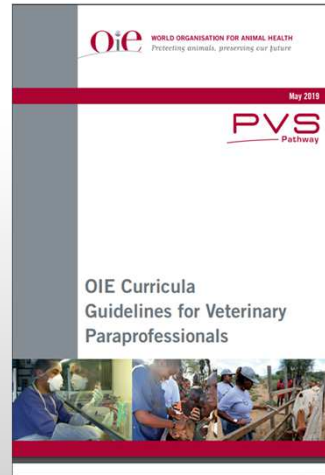
OIE Competency Guidelines for Veterinary Paraprofessionals

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OIE Curricula Guidelines for Veterinary Paraprofessionals

- Curricula guidelines completed in May 2019 for all three tracks.
- Document can be found on OIE website
- Curricula are aligned to annexes in competency document
- Curricula provides a modular approach for all three tracks



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Field Assessments

- Crosswalk the draft curricula against established curricula
- Determine an appropriate length for delivering the curricula
- Three missions undertaken
 - 4-year curriculum, June 2018
 - two 2-year curricula, Sept 2018
 - 6-month curriculum, Nov 2018
- Detailed curricular analysis of course content, teaching objectives, and OIE Competencies undertaken by the Institute for Infectious Animal Diseases at Texas A&M University – an OIE Collaborating Centre & AHG Member



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