

## **OIE-SEAVSA collaboration on implementing Day-1 Competencies and Veterinary Education Core Curriculum in South East Asia**

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The aim of this presentation is to summarize the South East Asia Veterinary School Association (SEAVSA) meeting held on the 11th-13th of December, 2015 in Hua Hin-Cha Am, Thailand, with the support of OIE Sub-Regional Representation for South East Asia. The participants originated from 8 countries, consisting of Faculty of Veterinary Medicine, Bogor Agricultural University (Indonesia); Faculty of Veterinary Medicine, Royal University of Agriculture (Cambodia); College of Veterinary Medicine, University of the Philippines, Los Banos (The Philippines); Nong Lam University (Vietnam); Universiti Malaysia Kelantan (Malaysia); University of Veterinary Science, Yezin (Myanmar); Unit of Veterinary Medicine, Faculty of Agriculture, National University of Laos and Faculty of Veterinary Medicine, Kasetsart University (Thailand).

The OIE recently developed recommendations on the competencies necessary for the Day 1 veterinary graduates to be adequately prepared to participate in national veterinary services at the entry-level. These recommended competencies can also serve to build collaborative partnerships in “One Health” initiatives. The OIE identified 11 specific competencies (i.e., knowledge, skills, attitude and aptitude), including epidemiology, transboundary animal diseases, zoonoses, emerging and re-emerging diseases, disease prevention and control programs, food hygiene, veterinary products, animal welfare, veterinary legislation and ethics, general certification procedures, and communication skills. The December 2015 SEAVSA meeting was designed to review not only how member institutions were implementing the OIE recommendations, but how institutions were measuring their success at implementation.

Seven veterinary medicine curricula originating from the SEAVSA members were reported, and four were analyzed and aligned to the OIE specific competencies. Each curriculum (subjects and credits) was mapped to the specific competencies, and most showed similar mapping patterns. The number of subjects and credits with major emphasis in the curricula were largely aligned to two competencies (disease prevention and control programs, and veterinary products). All curricula were slightly aligned to the competencies of food hygiene and general certification procedures.

An additional six curricula from Thai Veterinary Education Establishments (VEE) were also analyzed by mapping either subjects or credits to the OIE’s 11 specific competencies. All curricula showed a similar mapping pattern, with the greatest alignment of subjects and credits to 3 competencies; namely, zoonoses, disease prevention and control programs, and veterinary products. Most curricula were slightly aligned to three additional competencies: emerging and re-emerging diseases, food hygiene, and animal welfare.

The mapping exercises completed at the recent SEAVSA meeting provided an initial assessment on the success of member institutions in implement the OIE recommendations. The information gathered from the mapping exercises can be used to guide curricula enhancements. Emphasis can be placed on developing new courses or integrating new material into existing courses to ensure there is alignment with all 11 competencies identified by the OIE. Curricular enhancement will likely require additional resources across the region. The Association of Southeast Asian Nations (ASEAN) Economics Community (AEC) has brought a new era of economic cooperation to the countries of SEAVSA members. The impact of the AEC on the role of each SEAVSA member should be considered for the implementation of the OIE’s recommendations on competencies for the Day 1 veterinary graduates

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