Professor Dr. Apinun Suprasert, D.V.M., Ph.D.
Dean, Faculty of Veterinary Medicine
Kasetsart University, Thailand
President, South East Asia Veterinary School Association (SEAVSA)

OIE-SEAVSA Collaboration on Implementing Day-1 Competencies and Veterinary Education Core Curriculum in South East Asia
The World Organization for Animal Health
(Office International des Epizooties; OIE)
*coordinating, supporting and promoting* animal disease control

Establishment:
*International Agreement* signed 25 January 1924

Membership: 28 countries → 180 members
SEAVSA
(South East Asia Veterinary School Association)

- Established on 17 February 2010
- Malaysia, Indonesia, Thailand, Philippines, Vietnam, Myanmar, Cambodia and Lao PDR
- To collaborate towards the advancement of teaching and learning, research and professional services
- To form framework towards regional standardization and accreditation of veterinary education in South East Asia
SEAVSA
(South East Asia Veterinary School Association)
Membership 2015

- Chulalongkorn University, Thailand
- Kasetsart University, Thailand
- Khon Kaen University, Thailand
- Chiang Mai University, Thailand
- Mahidol University, Thailand
- Mahanakorn Univ. of Tech., Thailand
- University Putra Malaysia, Malaysia
- University Malaysia Kelantan, Malaysia
- University of Airlangga, Indonesia
- University of Gadja Mada, Indonesia
- Bogor Agricultural University, Indonesia
Membership 2015

- University of Udayana, Indonesia
- University of Brawijaya, Indonesia
- University of Syiah Kuala, Indonesia
- University of Veterinary Science, Myanmar
- Hanoi Agricultural University, Vietnam
- Nong Lam University, Vietnam
- University of the Philippines Los Banos, Philippines
- Aklan State University, Philippines
- Tarlac College of Agriculture, Philippines
- Cagayan State University, Philippines
- Southwestern University, Philippines
- Benguet State University, Philippines
- Isabela State University, Philippines
- University of Southern Mindanao, Philippines
- Royal University of Agriculture, Cambodia
- National University of Laos, Lao PDR
SEAVSA Strategy Plan

• To collaborate with OIE on Veterinary Education and minimum requirements towards regional programme accreditation

• Exchange of academician, researchers, administrative staff and student mobility

• Collaboration towards addressing regional animal and human health (One Health) issues in supporting global agenda

• Promotion of collaborative research, symposia, training and any other activity of mutual interest
The Collaboration between OIE and SEAVSA

The OIE-SEAVSA collaboration started in 2010

- 1st SEAVSA Congress held on 20-22 July 2010 in Bogor, Indonesia.

  OIE presented two papers on Veterinary legislation and governance (Dr. Ronello Abila), and Veterinary education (Dr. Gardner Murray)
- 1st OIE Sub-Regional Workshop on Veterinary Education in South-East Asia held on 18 February 2011 in Cebu, Philippines

- 2nd SEAVSA Congress held on 21-22 June 2011 in Surabaya, Indonesia
  OIE again participated giving updates on “OIE Activities to Strengthen Veterinary Governance Legislation and Education in South East Asia”

- 3rd SEAVSA Congress held on 21-22 September 2012 in Putrajaya, Malaysia
  2nd OIE Sub-Regional Workshop on Veterinary Education in South-East Asia

- 4th SEAVSA Congress held on 4-5 September 2013 in Surabaya, Indonesia
  3rd OIE Sub-Regional Workshop on Veterinary Education in South-East Asia
- 5th SEAVSA Congress held on 13-15 October 2014 in Bogor, Indonesia,
- 4th OIE Sub-Regional Workshop for Veterinary Educational Establishments and Veterinary Statutory Bodies in Hanoi, Vietnam, 8-10 December 2014
- 6th SEAVSA 2015 Meeting held on 11-13 December 2015 in Hua Hin - Cha Am, Thailand

  OIE funded 6 participants from South-East Asia to attend SEAVSA 2015 meeting by covering hotel fees/travelling expenses and registration fees.

  In SEAVSA Steering Committee Meeting, there are discussion about the reflection of SEAVSA Veterinary Curricular according to OIE Veterinary Competency Guidelines.
SEAVSA Congress &
OIE SRR-SEA Workshop
The Collaboration between OIE and SEAVSA

Small Grants from OIE

- **2012-05/LAO**: Enhancing the capacities of veterinary teaching staff of the Faculty of Agriculture, National University of Laos, Lao PDR in OIE Day 1 competencies (Jan-Sep 2013)

- **2013-02/CAM**: Strengthening the Faculty of Veterinary Medicine of the Royal University of Agriculture (RUA), Cambodia and Enhancing the capacities of veterinary teaching staff

- **2013-05/VIE**: Support to initiate the establishment of a Veterinary Statutory Body (VSB) in Vietnam (Jul-Nov 2013)
The Collaboration between OIE and SEAVSA

- The collaboration between OIE and SEAVSA has been positive and constructive with mutual understandings reached on the nature and objectives of SEAVSA and alignment with OIE Standards.
Presentation Objective

- To summarize 6th SEAVSA meeting
  December 11th-13th, 2015
  at Hua Hin - Cha Am, Thailand

OIE-SEAVSA ➔ Day 1 Competencies

Prepared for National Veterinary Services
All veterinarians are responsible for promoting animal health, animal welfare, veterinary public health and food safety.
Day 1 veterinary graduates

- Sufficient level of education and training
- Required knowledge, skills, attitudes and aptitudes
- Be able to perform entry-level National Veterinary Services

Day 1 Competencies
Specific Competencies

1. Epidemiology
2. Transboundary animal diseases (TADs)
3. Zoonoses (including food borne diseases)
4. Emerging and re-emerging diseases
5. Disease prevention and control programmes
6. Food hygiene
7. Veterinary products
8. Animal welfare
9. Veterinary legislation and ethics
10. General certification procedures
11. Communication skills
Advanced Competencies

1. Organisation of Veterinary Services
2. Inspection and Certification procedures
3. Management of contagious disease
4. Food hygiene
5. Application of risk analysis
6. Research
7. International trade framework
8. Administration and management
<table>
<thead>
<tr>
<th>Course</th>
<th>Day 1 Competencies Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomathematics</td>
<td>Epidemiology</td>
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<tr>
<td>Animal Welfare and Ethology</td>
<td>Animal Welfare</td>
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<tr>
<td>Parasitology</td>
<td>Zoonoses</td>
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<tr>
<td>Pharmacology/Toxicology</td>
<td>Veterinary Products</td>
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<td>Pathology</td>
<td>Zoonoses, Transboundary Diseases, Epidemiology, Emerging and Re-emerging Diseases</td>
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<td>Transmissible Diseases</td>
<td>Zoonoses, Epidemiology, Transboundary Animal Diseases, Disease Prevention and Control Programmes, Emerging and Re-emerging Diseases</td>
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<td>Microbiology</td>
<td>Transboundary Animal Diseases, Zoonoses, Emerging and Re-emerging Diseases, Disease Prevention and Control Programmes, Food Hygiene, Veterinary Products</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Epidemiology, Disease Prevention and Control Programmes, Veterinary Legislation and Ethics, Emerging and Re-emerging Diseases</td>
</tr>
<tr>
<td>Course</td>
<td>Day 1 Competencies Addressed</td>
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<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
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<tr>
<td>Rural Economics, Business Management and Animal Production</td>
<td>Administration and Management</td>
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<tr>
<td>Clinical and Diagnostic Sciences</td>
<td>Veterinary Products</td>
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<tr>
<td>Herd Health Management and Nutrition</td>
<td>Veterinary Products, Animal Welfare, Epidemiology, Zoonoses, Disease Prevention and Control Programmes, Food Hygiene</td>
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<tr>
<td>Public Health</td>
<td>Zoonoses, Disease Prevention and Control Programmes, Food Hygiene, Veterinary Products</td>
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<tr>
<td>Food Safety/Hygiene</td>
<td>Zoonoses, Disease Prevention and Control Programmes, Food Hygiene, Veterinary Products, Veterinary Legislation and Ethics, General Certification Procedures</td>
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<td>Professional Jurisprudence and Ethics</td>
<td>Veterinary Legislation and Ethics, General Certification Procedures</td>
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<tr>
<td>Communication</td>
<td>Communication Skills</td>
</tr>
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</table>
## Total Credits in each Curriculum

There are 7 curriculums that were reported, 5 curriculums data were provided.

<table>
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<tr>
<th>#</th>
<th>Curriculum</th>
<th>Total credits</th>
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<tr>
<td>1</td>
<td>Faculty of Veterinary Medicine, Bogor Agricultural University (IPB) (Indonesia)</td>
<td>199</td>
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<td>2</td>
<td>Faculty of Veterinary Medicine, Royal University of Agriculture (Cambodia)</td>
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<tr>
<td>3</td>
<td>College of Veterinary Medicine, University of the Philippines Los Banos (The Philippines)</td>
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<td>4</td>
<td>Nong Lam University (Vietnam)</td>
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<td>5</td>
<td>Universiti Malaysia Kelantan (Malaysia)</td>
<td>134</td>
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<tr>
<td>6</td>
<td>University of Veterinary Science, Yezin (Myanmar)</td>
<td>188</td>
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<tr>
<td>7</td>
<td>Unit of Veterinary Medicine, Faculty of Agriculture, National University of Laos, (Lao PDR)</td>
<td>179</td>
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<td>81</td>
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<tr>
<td>2 Faculty of Veterinary Medicine, Royal University of Agriculture</td>
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<td>3 College of Veterinary Medicine, University of the Philippines Los Banos</td>
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<td>90</td>
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<tr>
<td>4 Nong Lam University</td>
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Universiti Malaysia Kelantan: no data
Curricular Mapping to The OIE Day 1 Specific Competencies: Number of Credits with High Responsibility
Curricular Mapping to The OIE Day 1 Specific Competencies: Number of Subjects with High Responsibility

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</thead>
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<td>34</td>
<td>37</td>
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<td>7</td>
<td>11</td>
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<tr>
<td>2 Faculty of Veterinary Medicine, Royal University of Agriculture</td>
<td>13</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>8</td>
<td>8</td>
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<tr>
<td>3 College of Veterinary Medicine, University of the Philippines Los Banos</td>
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<td>5 Universiti Malaysia Kelantan</td>
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</table>
Curricular Mapping to The OIE Day 1 Specific Competencies: Number of Subjects with High Responsibility

1. Epidemiology
2. Zoonoses (incl. foodborne diseases)
3. Emerging and re-emerging diseases
4. Disease prevention and control
5. Food hygiene
6. Veterinary products
7. Animal welfare
8. Veterinary legislation and ethics
9. General certification procedures
10. Communication Skills

- Faculty of Veterinary Medicine - Bogor Agricultural University (IPB)
- Faculty of Veterinary Medicine, Royal University of Agriculture
- College of Veterinary Medicine, University of the Philippines Los Banos
- Nong Lam University
- Universiti Malaysia Kelantan
Curricular Mapping to The OIE Day 1 Specific Competencies: Veterinary Curriculums in Thailand (6 Faculties)

1. Faculty of Veterinary Science, Chulalongkorn University (CU)
2. Faculty of Veterinary Medicine, Kasetsart University (KU)
3. Faculty of Veterinary Medicine, Khon Kaen University (KKU)
4. Faculty of Veterinary Medicine, Chiang Mai University (CMU)
5. Faculty of Veterinary Medicine, Mahanakorn University of Technology (MUT)
6. Faculty of Veterinary Science, Mahidol University (MU)
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE
Day 1 Specific Competencies:
Number of Subjects with High Responsibility

Number of subjects studied

1. Epidemiology
2. Transboundary Animal Diseases
3. Zoonoses (incl. Foodborne Dz)
4. Emerging and Re-emerging Diseases
5. Disease Prevention and Control
6. Food Hygiene
7. Veterinary Products
8. Animal Welfare
9. Vet Legislation and Ethics
10. General cert. procedures
11. Communication
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE Day

1 Specific Competencies:
Number of Subjects with High Responsibility
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE Day

1 Specific Competencies:

Number of Subjects with High Responsibility
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE Day
Specific Competencies:
Number of Subjects with High Responsibility

Number of subjects with high responsibility

1. Epidemiology: 71
2. Transboundary Animal Diseases: 16
3. Zoonoses (incl. Foodborne Dr): 7
4. Emerging and Re-emerging Diseases: 16
5. Disease Prevention and Control: 11
6. Food Hygiene: 33
7. Veterinary Products: 5
8. Animal Welfare: 44
9. Vet Legislation and Ethics: 11
10. General cert. procedures: 10
11. Communication: 37

 KKU
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE Day
1 Specific Competencies:
Number of Subjects with High Responsibility
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE Day
1 Specific Competencies:
Number of Subjects with High Responsibility
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE Day 1 Specific Competencies: Number of Subjects with High Responsibility

Number of subjects studied

1. Epidemiology
2. Transboundary Animal Diseases
3. Zoonoses (incl. Foodborne Dts)
4. Emerging and Re-emerging Diseases
5. Disease Prevention and Control
6. Food Hygiene
7. Veterinary Products
8. Animal Welfare
9. Vet Legislation and Ethics
10. General cerf. procedures
11. Communication

Number of subjects with high responsibility

0 10 20 30 40 50 60 70 80

73 35 34 48 40 44 25 26 54 52 53 61
Distribution of learning outcome of Thai Vet. Curriculums according to The OIE
Day 1 Specific Competencies:
Number of Subjects with High Responsibility

Number of subjects studied

1. Epidemiology
2. Transboundary Animal Diseases
3. Zoonoses (incl. Foodborne Dz)
4. Emerging and Re-emerging Diseases
5. Disease Prevention and Control
6. Food Hygiene
7. Veterinary Products
8. Animal Welfare
9. Vet Legislation and Ethics
10. General cert. procedures
11. Communication

Number of subjects with high responsibility

CU
KU
KKU
CMU
MUT
MU
Conclusion

1. Every SEAVSA Veterinary Curricula concerned OIE Day 1 Skills / Competencies.

2. Diversity of Curricula obviously presented. (depend on socio-cultural context in each country)
3. Comparison of OIE Competencies curriculum mapping should be performed in each curriculum rather than comparison between the curricula. (especially in different countries in this region)

4. Corporation of veterinary faculties in the region could strengthen standard of veterinary practice in this region. (that are different in situation, credit background)
5. Solid training in clinical practice is essential. (Veterinarian is ability to exam sick animal correctly and completely, reach differential diagnosis for each case and then collect appropriate samples for testing to confirm the diagnosis)
6. 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
ASEAN Veterinary Student Volunteer Project

(AVVP 2016)

18 June – 10 July 2016
7. There is a critical need for Speciality Program in public health, animal welfare and epidemiology.
Double degree program
M.Sc. (Epidemiology)
Kasetsart University - Toulouse University / CIRAD
M.Sc. (Public Health)
Chiang Mai University - Minnesota University
8. The collaboration between OIE and SEAVSA has been positive and constructive with mutual understandings reached on the nature and objectives of SEAVSA and alignment with OIE Standards.
International support from OIE should be continued to motivate integrated activities.
Chulabhorn International Convention Center and Residence

Kasetsart University Veterinary Teaching Hospital in Hua Hin

‘Veterinary Education Hub of Asia’
Thank you

Professor Dr. Apinun Suprasert
Dean
Faculty of Veterinary Medicine,
Kasetsart University, Thailand

Email: fvetais@ku.ac.th