

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

Suprasert A.

South East Asia Veterinary School Association, Faculty of Veterinary Medicine, Kasetsart University, Bangkok, Thailand. [fvetais@ku.ac.th](mailto:fvetais@ku.ac.th)

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### **Introduction**

Harmonisation of Veterinary Education among South East Asia Veterinary School Association (SEAVSA) member institutions has been the focal point of mission and discussion of the SEAVSA steering committees for the past few years. An international agency, like OIE Sub-Regional Representative for South-East Asia, has also been very keen in supporting the SEAVSA member institutions for the improvement and standardisation of veterinary education.

The Faculty of Veterinary Medicine, Kasetsart University, Thailand has been honored to host the 14<sup>th</sup> Asian Association of Veterinary School (AAVS) Congress in conjunction with the 6<sup>th</sup> South East Asia Veterinary School Association (SEAVSA) Meeting 2015 under the theme of “Veterinary Education and Veterinary Challenges in One Health/Aging Pets” during December 11<sup>th</sup>-13<sup>th</sup>, 2015 at the Regent Chaam Beach Resort, Hua Hin - Cha Am, Thailand. To keep the continuity of SEAVSA meeting, this 2015 year, several key institutions are willing to share the updated information and their working strategy toward veterinary education quality assurance and accreditation.

### **Presentation objective**

The aim of this presentation was to summarise the South East Asia Veterinary School Association (SEAVSA) meeting held on the 11<sup>th</sup>-13<sup>th</sup> of December, 2015 in Hua Hin- Cha Am, Thailand, with the support of OIE Sub-Regional Representation for South-East Asia. The participants' curricula originating from 8 countries were reported, 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); University Malaysia Kelantan (Malaysia); University of Veterinary Science, Yezin (Myanmar); Unit of Veterinary Medicine, Faculty of Agriculture, National University of Laos (Lao PDR) and six Veterinary Institutions (Thailand).

### **Collaboration between SEAVSA and OIE**

South East Asia Veterinary School Association (SEAVSA) was established on February 17<sup>th</sup>, 2010 in order to collaborate towards the advancement of teaching and learning, research and professional services as well as forming a framework towards regional standardisation and accreditation of veterinary education. Presently, the 2015 SEAVSA members are from 7 countries comprising 24 veterinary institutions.

The OIE-SEAVSA collaboration started in 2010 when SEAVSA invited OIE to present at the 1<sup>st</sup> SEAVSA Congress held on 20<sup>th</sup> -22<sup>nd</sup> July 2010 in Bogor, Indonesia. In the Congress, OIE presented two papers on Veterinary legislation and governance (Dr. Ronello Abila), and Veterinary education (Dr. Gardner Murray). The 1<sup>st</sup> OIE South-East Asia Workshop on Veterinary Education was held on 18<sup>th</sup> February 2011 in Cebu, Philippines. The OIE then again participated in 2<sup>nd</sup> SEAVSA Congress in Surabaya, Indonesia, giving updates on “OIE Activities to Strengthen Veterinary Governance, Legislation and Education in South East Asia”. After that, the 2<sup>nd</sup> and 3<sup>rd</sup> OIE Sub-Regional Workshop on Veterinary Education in South-East Asia were held back to back with 3<sup>rd</sup> and 4<sup>th</sup> SEAVSA Congress held in Putrajaya, Malaysia and Surabaya, Indonesia respectively. In addition, the 4<sup>th</sup> OIE Sub-Regional Workshop for Veterinary Educational Establishments and Veterinary Statutory Bodies was held in Hanoi, Vietnam, 8<sup>th</sup> - 10<sup>th</sup> December 2014. In 2015, OIE Sub-Regional Representation for South-East Asia supported the 2015 SEAVSA meeting in Hua Hin - Cha Am, Thailand, 11<sup>th</sup> - 13<sup>th</sup> December 2015.

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.

### **Veterinary core curriculum in south East Asia**

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 analysed 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 analysed 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 implementing 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) Economic 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

### **Conclusions**

It can be concluded that all curricula from delegated SEAVSA members showed a similar mapping pattern, though they varied in their level of alignment to competencies. Apart from curricula, in order to ensure that veterinary student in SEAVSA region will fulfill and remind day 1 competencies before graduate, it can be suggested that the Faculty of Veterinary Medicine should provide solid training in clinical medicine (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) as well as arrange more student volunteer work for food animals in rural areas of countries. Also, there is a critical need for a Master-PhD Program in public health and epidemiology.

The activities of OIE-SEAVSA on National Veterinary Services correspond to a global public good, whose benefits extend to all countries, people and generations. This is the reason that OIE continues to help support new veterinary schools in South East Asian countries such as Laos and Cambodia to initially set curriculum greatly aligned to Day-1 competencies. Moreover, 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.