

THE 1ST INTERNATIONAL CONFERENCE OF ADVANCED VETERINARY SCIENCE AND TECHNOLOGIES FOR
SUSTAINABLE DEVELOPMENT (1ST ICAVESS), 28-29 March

Day 1, AAVS Session

Chat & Discussions

1. Responses to questions and comments in chat

Color coding:

Dr. Mohd Hair Bin Bejo (HB), Universiti Putra Malaysia, Malaysia

Dr. Pang Don-Ryu (PR), Seoul National University, Republic of Korea

(Comment/Clarification from the OIE)

- Considering that each country is unique, and animal biodiversity differs among countries, how do you balance the need for harmony in the standards of the veterinary schools with the need to have different approaches to address the unique concerns of each country.
→Meeting the minimum requirements. Provide flexibility or range in the requirements of the standards.
→I agree with you on the problem. We have to consider the different situations of each countries. OIE day-1 competencies are perhaps the minimum/core requirements.
- Dear Prof. Hair, the quality of vet education in Indonesia is assured by the national accreditation board (BAN-PT/LAM-PT Kes). However, we don't have Veterinary Statutory Body (VSB) to work quality control for the fresh-graduated veterinarian. I'd love to have an insight about VSB in Malaysia and how to establish this organization?
Thank you.
→If I am right, the Veterinary Medical Association is the National Accreditation Board for Veterinary programme in Indonesia. This Board is equivalent to the Veterinary Statutory Body or Veterinary Council in Malaysia (MVC).
- We have seen a great discrepancy in the assessment and accreditation of veterinary programs across Asia, much of this is due to the availability or non-availability of resources in those countries. Is it possible that instead of coming up with a common, even minimum, standards to evaluate the quality of degree programs of veterinary schools, we adopt the practice in Europe that each university is measured by its own standards?
→Yes, it is possible with some limitations as some of the standards used in Europe (EAEVE) and others such as AVMA, RCVS and AVBC are less relevant to our veterinary education ecosystem in our region or country. We need to adapt and adopt the standards that suite and provide advantages especially to our region and country. Thus, we should establish standards for our region without compromising quality.
→I think the idea is very reasonable. Individual schools may start with OIE day one competencies and then keep adding up more with time.
- Since 62% of human diseases are of animal origin, is it possible to propose One Health should be an obligatory course in the Asian Vet Schools?

→One Health (OH), multidisciplinary or transdisciplinary approach is the current need in Veterinary education. Many universities in the region have implemented OH approach in their curriculum, and teaching and learning. As an example, those Schools under the South East Asia One Health University Network (SEAOHUN) such as members of INDOHUN, MyOHUN, THAIHUN and VOHUN. The element of OH was further strengthened during curriculum review (about once in every 5 years). A few Veterinary Schools have introduced OH as a course in their Veterinary curriculum. Other, have evaluate and review of the course contents of OH which is already embedded in many courses especially on public health course. Student Centered Learning (SCL) such as BPL is a common practice in teaching and learning for OH, and in some cases students from various disciplines such as veterinary, medical, environment and social sciences sit together in PBL classes.

→I think that the competencies related to one health or similar are now required to graduate students in all the continents including Asia.

- OIE Day 1 competencies mainly address the skills required by a veterinarian involved in food animal practice. However, we also need standards for those practitioners in other fields - e.g. companion animal practice, wildlife practice, disaster medicine, military practice, laboratory animal medicine, etc.

→Yes, I absolutely agreed. We need standards beyond OIE Day 1 Competencies. To establish minimum standards the meet the requirements of quality Veterinary education in the region.

→Yes, I agree with you. We need to have a comprehensive day one competencies for each veterinary schools. But that must include all the OIE day one competencies.

- Each country may have their own vet school association. It is good to invite the president of each country association as a special member of the AAVS board. Through these bodies, AAVS can be more easily distributed to all members

→I strongly agreed with the suggestion. To include President of the Veterinary Association as well as the Veterinary Statutory Bodies in AAVS activities. We can further discuss on the term of reference or types of membership.

- According to the quality assurance for the achievement of OIE day 1 graduates competencies, is there any monitoring and evaluation from OIE for the curricula in every Vet School of AAVS members?

→Yes. As an example, OIE officer or representative came to Faculty of Veterinary Medicine, Universiti Putra Malaysia for evaluation and monitoring of the practice and achievement of Day 1 competencies at the Faculty. At the same time also the OIE team came to the Faculty during PVS evaluation in the country.

→For OIE guidelines, please visit the website: <https://www.oie.int/solidarity/veterinary-education/>.

Although veterinary education is assessed as part of PVS evaluation, which evaluates the current performance of the national Veterinary Services, the OIE does not have a program to monitor or evaluate curriculum of Veterinary Schools currently.

- I would like to ask according to the competency based vet education. With so many veterinary problems in the world, what are the considerations of OIE to adjust competence of vet schools? Furthermore, in the next 5 years, what is OIE's main priority in responding to the development of these demands?
→I think that current OIE day one competencies are the best for the OIE mission and will be good for next 10 years except some minor modifications. In addition, it was not OIE's intention to recommend a comprehensive day one competencies as the CBVE models of AAVMC.
- I am happy if we could have Accreditation Board for Veterinary School in Asia Level. When will it be started?
→It will take long time I think.
It would depend on the approach/policy adopted by the AAVS or other organization recognized by AAVS (e.g., Council of Education, American Veterinary Medical Association). Much research and discussion will be needed to develop the approach/policy for accreditation.
- Under Prof Hori, AAVS is now becoming more active and this is good. More frequent communication with members is needed, strengthen the communication and collaboration then start with education standards discussion (again). Among important activities is the activity to connect students. summer courses will be good as exchange modality.
→I fully agree with you.
- Thank you very much for explanation given by Prof. Hair and Prof. Pan Dong Ryu. Hopefully it can strengthen collaboration between veterinary schools in Asia and improve education and competency standards.
→Reflecting last 18 AAVS meetings, I feel that we need to establish a community of practice for veterinary education in Asia (e.g., Asian society for veterinary education). So Deans and individuals interested in veterinary education work together and develop suitable models for CBVE and accreditation for Asian veterinary schools. However, it will be AAAS and/or Deans of each veterinary schools who implement the models for the veterinary education and accreditation.

2. Additional comments/issues discussed during the session

Comment by Dr. Hori (AAVS president, University of Tokyo, Japan)

- Animal infectious diseases such as ASF are now widespread in Asia, and infectious agents originally transmitted among animals affect human health. We realize that infectious diseases in animals can affect food safety and human health. It is the time for veterinary medicine to play an active role to protect food safety and human health.
- By the way, AAVS has more than 50 members and should be one of the candidate groups to create Asian veterinary educational accreditation. Unfortunately, as shown in Dr. Ryu's presentation, AAVS is not likely to be capable of doing so in a current style. AAVS has been a salon-like place where deans of veterinary school exchange information. Now I am president, so I would like to make a message. We have to think what kind of activities and services we can provide to our members. I think it is important to carry out activities centered

on sharing of epidemic diagnosis, and treatment of infectious diseases spreading in Asian countries with all members. That should be the core for regional accreditation. I believe we have to start something to make our own standards in Asian veterinary education.

Response from Dr. Abdul Rahman Omar (Session chair, AAVS vice-President, Universiti Putra Malaysia, Malaysia)

- Thank you very Dr. Hori, you are looking into the current situation that more and more transboundary diseases and zoonotic diseases are occurring. AAVS is a good platform for us to organize activities and definitely we can organize more activities focusing especially on diagnosis and control of these diseases. Hopefully, when current COVID-19 situation gets less problematic, we can organize more physical meetings and workshops.

Additional comment from Dr. Mohd Hair Bejo

- For the first of many years, we are working with OIE focused on the veterinary education and we appreciate the initiative of OIE to ensure the quality of veterinary education in the region. For the future, looking at pandemic, we should start to work with OIE on One Health. We have Southeast Asia One Health University Network launched in 2011 with the funding of USA and it's still ongoing. In many regions including Korea and Japan too, there are some organizations working on One Health. I think we should focus on One Health with some help of OIE. Because OIE is a strong member of tripartite including WHO and FAO.
- Referring to veterinary education, the important thing is that there must be a group to work on the minimum standards. what is the need of our region. I understand that there are so many countries in the region and it's challenging. But if we have to start somewhere, it should be a minimum standards. And we have to revise the standards from time to time. Since each country has its requirement, we can have some range on the minimum requirement. We can learn from EAEVE to establish our own standards.

3. Closing comment by Dr. Omar

Thank you very much to Drs for giving insightful presentations on sharing your views and ideas on how veterinary schools in Asia from very diverse backgrounds, with diverse deficiencies and strength can move forward so that we can improve the veterinary education that we have in our respected universities. The key important point is how we improve our curriculum once we establish the system. We have to think about how to do, monitor, improve the education and eventually we should get tools to evaluate the system and then, we can move forward to the accreditation.