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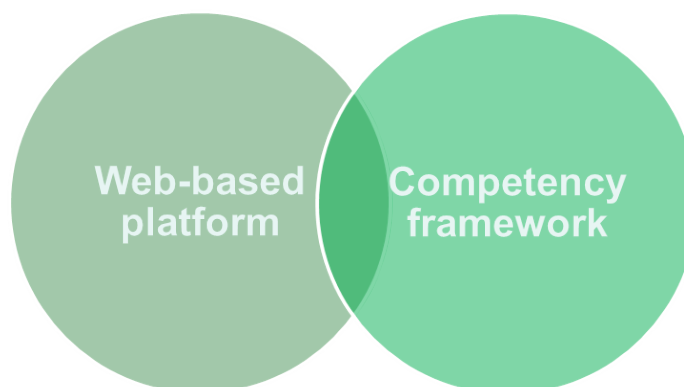
the EuFMD Training Management System

EuFMD Learning team is developing **TOM**, a **Training Management System**, which will allow countries to manage the training development of their veterinarians at individual level and of the veterinary capacity.

The concept behind TOM - Training Management System

What is the concept behind TOM, the EuFMD training management system?

1. A web-based tool that allows Veterinary Services to monitor the completion of training by veterinarians;
2. A competency framework that provides recognitions to veterinarians.



The two components of this training management system are interdependent. An online platform that allows country veterinary services to access a competency framework and link the progress of the individual development of veterinarians to this competency framework.

How does TOM support the training capacity development of veterinarians?

1. Web-Based tool

A web tool that can assist veterinary services to develop multiple roles.



This is the lifecycle of **TOM, the EuFMD training management system**

- Country veterinary services will use it to assess the current training level of veterinarians. The competency framework will provide a framework to use to evaluate the current training level of veterinarians;
- Each competency is based on behavioural indicators that Country Veterinary services will use to assess the current level of veterinarians and identify gaps. This will enable countries to focus on those priorities in terms of capacity development;
- Developing a learning program will be focused on gaps identified in the previous steps;
- Country Veterinary services will be able to monitor and track the training improvement of individuals;
- The ultimate benefit for the veterinarian will be to obtain a wider recognition of the increased level of expertise, according to a higher proficiency level in the competency. This is expected to increase the appeal of training programs.

2. Competency framework

A competency framework that can help veterinary services to identify and address skill gaps.

- TOM competency framework provides a pathway for the training development of the veterinarians and for the competency based education programmes;
- The **Disease Control and Emergency Management** competencies were built integrating indications provided in the Get Prepared tool, the PCP and PVS tools, OIE Day 1 competencies CFIA competency framework and EuFMD course learning objectives;
- It includes 13 competencies:
 - Epidemiology, Transboundary Diseases, Biosecurity, Sampling, ID and Movement Control, Emergency and Disaster Management, Emergency Preparedness, Emergency Response, Veterinary Products, Animal Welfare, Risk Analysis, Safety, Health and Wellbeing
- Each competency has five proficiency levels: Awareness, Beginner, Competent, Proficient and Expert;
- Each Proficiency level has a number of behavioural indicators to describe what someone working at that level can do, for instance Collect samples for diagnostic testing;
- Each proficiency level is linked to the corresponding items in the Get Prepared, PCP and PVS tools, OIE Day 1 competencies and EuFMD courses which would help develop the competency.

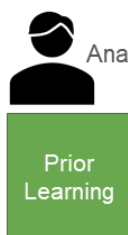
EuFMD is developing a set of **Laboratory** competencies to add to the TOM competency framework.

Training Management System lifecycle

This is the ideal lifecycle of activities that country veterinary services and veterinarians should be able to complete in TOM.

1. **The veterinarian is assigned to a role. This will enable country veterinary services to evaluate what is the expected skill set of the veterinary.**

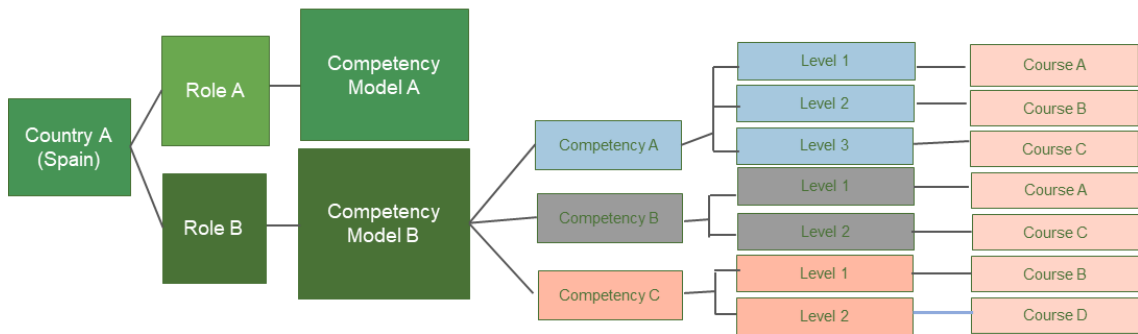
1. Learner “Ana” is a VS veterinarian in Spain. Veterinary Services want to ensure she has all the competencies required for the role. They have identified she needs competencies required for a field vet (Role B) Spain.



2. This expected skillset is matched against the actual skillset of the veterinarian.



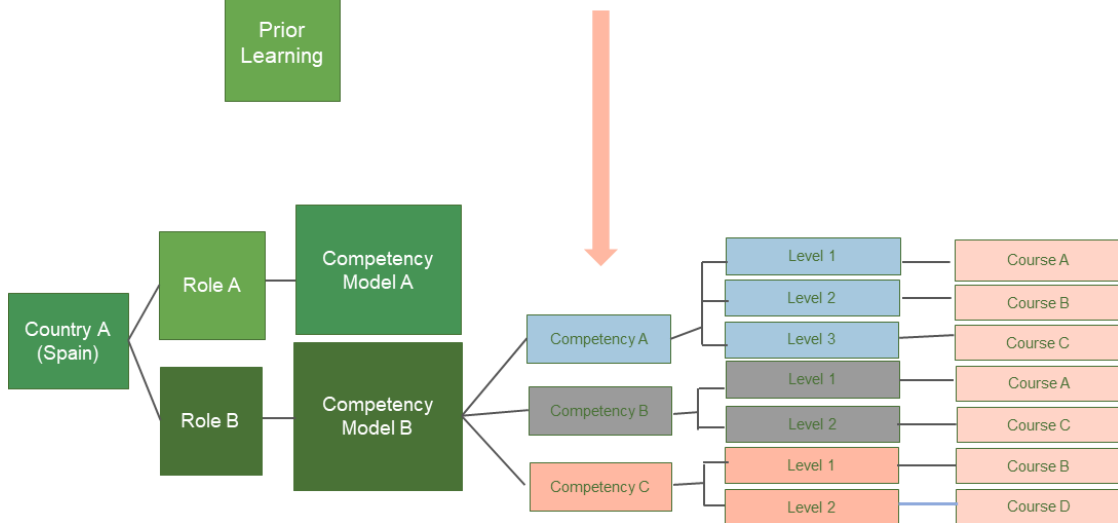
2. Ana already has certifications for level 1 in the 3 core competencies required for Role B.



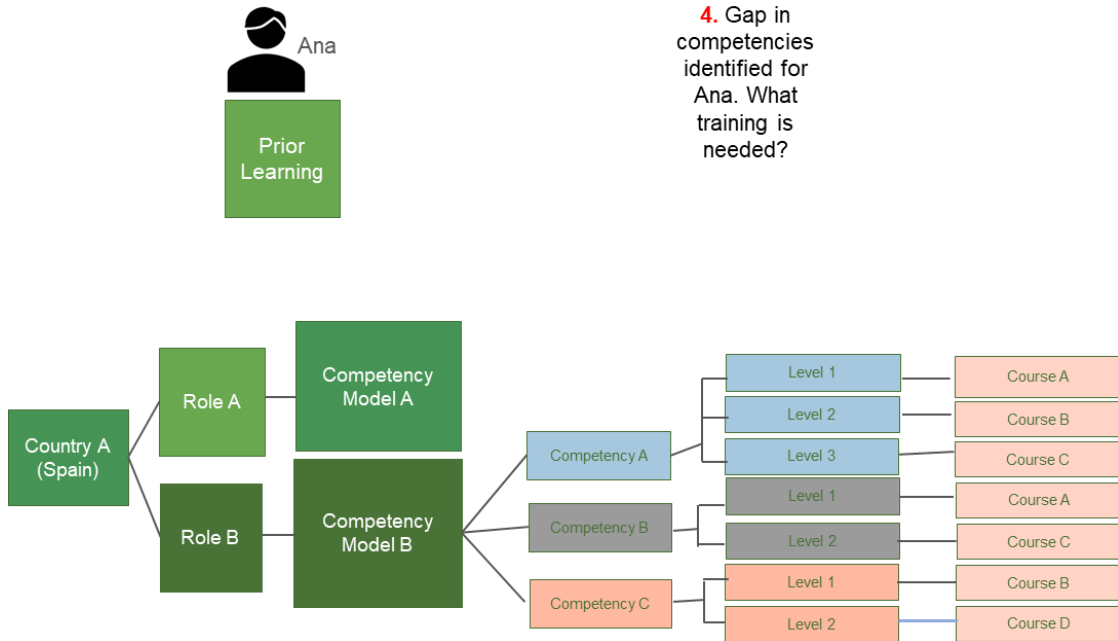
3. Individual development gaps are identified and translated in the competency framework: which competencies does the veterinarian need to improve?



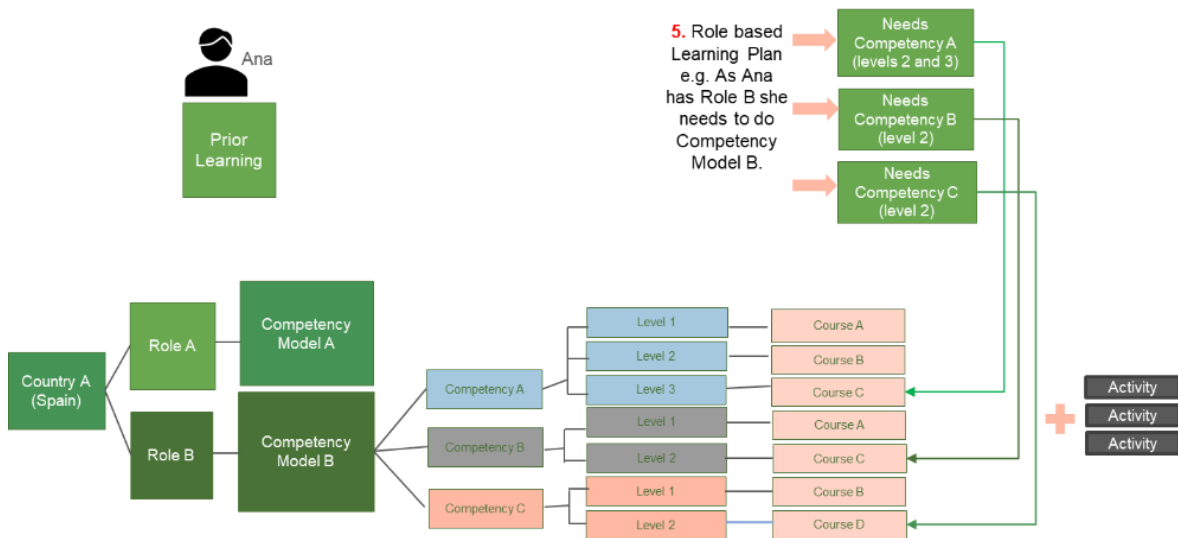
3. Map prior training onto competency model.



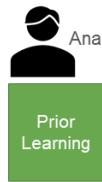
4. What are the training solutions that will enable the veterinarian to fill the training gaps?



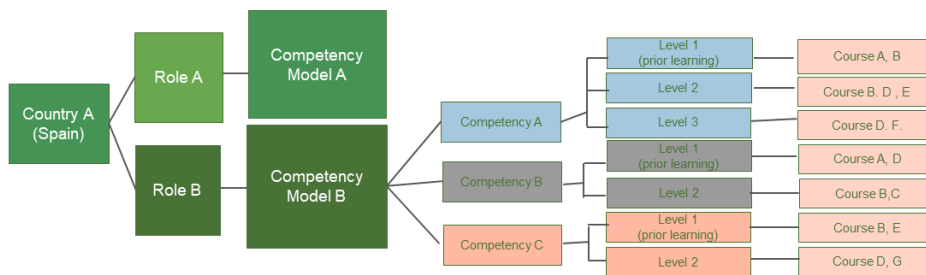
5. Once the veterinarian has completed specific activities, then that person will have obtained higher proficiency levels.



6. As soon as the veterinarians has completed the indicated training, the person can be considered more proficient for the required levels of competency.



So to have fully achieved the competencies and required levels for her role as field vet in Spain role B. Ana needs to complete courses B, D, E, F and G. If any of her prior learning actually included courses B, D or E these could be removed from the plan.



Group of courses = a program
 Program for competency A
 Level 2 contains courses B, D and E

Next Steps

EuFMD is looking to pilot TOM, the Training Management System:

- **What is the purpose of the pilot?**

- Focusing on specific functions of the system to test
 - Relevance – is it something you would make use of?
 - User friendliness – how could we make the user experience better?
 - Improvements – what else would you need, what reports are you looking for, how would you like to see the data?
- The pilot will be divided into iterations (as a new functionality is developed based on your feedback) and phases
 - Phase 1 -set up of structure, identification of gaps and reporting.
 - Phase 2 - monitoring progress of learners enrolled in programs.
 - Phase 3 - learners complete a program and are awarded a higher competency level.
- Initial Pilot
 - Limited number of learners with the same job position.
 - Limited to 2-3 competencies that would be addressed by your training credit allocation this year.

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