

This teaching module provides the following elements, which are useful for achieving **EAEVE Day One Competences**

- | | |
|-------------|--|
| 1.1 | Act in a way that shows understanding of the ethical and legal framework within which veterinarians should work, including professional-, animal welfare-, client-, public health-, societal- and environmental-related aspects. |
| | The student is aware of the legal, ethical and social responsibilities of the Veterinary profession |
| 1.2 | Understand scientific research methods, the contribution of basic and applied research to science and implementation of the 3Rs principle (Replacement, Reduction, Refinement). |
| 1.3 | Demonstrate a basic knowledge of the organisation, management and legislation related to veterinary practice. Understand the economic and emotional context in which the veterinarian operates. |
| | The student is able to assess the economic sustainability of business related to animal breeding, production and keeping |
| 1.11 | Demonstrate ability to critically analyse evidence, cope with incomplete information, deal with contingencies, and adapt knowledge and skills to varied scenarios and contexts. |
| 1.12 | Use of professional capabilities to contribute to the advancement of veterinary knowledge and the One Health concept, in order to promote the health, safety and welfare of animals, people and the environment, as well as the United Nations Sustainable Development Goals. |
| 1.16 | Obtain an accurate and relevant history of the individual animal or animal group, and its/their husbandry and environment. |
| | The student correctly investigates reproductive performance in a pig herd |
| 1.17 | Handle and restrain animal patients safely and with respect of the animal and instruct others in helping the veterinarian to perform these techniques. |
| | The student shows confidence and safely approaches to a swine
The student handles and holds swine with confidence and in a safe manner |
| 1.18 | Perform a complete clinical examination and demonstrate ability in clinical decision-making. |
| | The student identifies the signs of estrus in a sow |
| 1.21 | Assess the physical condition, welfare and nutritional status of an animal or group of animals and advise the client on principles of husbandry, feeding, reproduction, production, welfare, individual health, herd health and public health. |
| | The student recognizes common swine breeds
The student correctly evaluates the Body Condition Score (BCS) in swine
The student identifies and tackles the main limiting factors hindering optimal productivity from farrowing to fattening
The student understands reproductive performance of sows and boars |