### Pre-Conference Programme

**Wednesday 3rd July, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-conference Workshops</th>
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</table>
| 9.30 - 16.00 | Workshop 1  
Challenges and Solutions to Teaching and Assessing Veterinary Communication Skills  
Dr Ruth Serlin – Lecturer in Veterinary Professionalism, RVC  
Dr Carol Grey – Postdoctoral Researcher, University of Birmingham |
|           | Workshop 2  
Interprofessionalism - Working and learning together to reduce errors  
Dr Tierney Kinnison – Lecturer in Veterinary Education, RVC  
Ms Alison Langridge – Assistant Lecturer in Veterinary Clinical Skills, RVC  
Dr Catherine Oxtoby – Veterinary Risk Manager, Veterinary Defense Society |
|           | Workshop 3  
Is postgraduate clinical training broken? Reflecting on veterinary internship and residency programs  
Dr Claire Vinten – Lecturer in Veterinary Education, RVC  
Dr Karen Humm – Senior Lecturer in Emergency and Critical Care, RVC |
|           | Workshop 4  
Connecting Learning, Working and Wellbeing: Institutional approaches and Frameworks  
Dr Michele W Milner – Director of Learning and Wellbeing, RVC  
Dr Veronica Brewster – Educational Development Tutor, RVC |
|           | Workshop 5  
Developing professional identity for competence, resilience and employability  
Dr Elizabeth Armitage-Chan, Associate Professor in Veterinary Education, RVC |
|           | Workshop 6  
Objective Structured Clinical Examinations (OSCEs) / Practical assessments  
Ms Nichola Coombes – Lecturer in Clinical Education, OSCE coordinator, e-DOPS director, RVC  
Mr John Sanger – Head of Examinations, Academic Registry, RVC  
Ms Hilary Orpet – Senior Lecturer in Veterinary Nursing and Departmental Teaching Director, CSS, RVC |
|           | Workshop 7  
Veterinary Education History  
This workshop has now been cancelled |
## Conference Programme

### Thursday 4th July, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>9.00 - 10.00</td>
<td>Registration/Coffee/Tea</td>
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<tr>
<td>10.00 - 10.15</td>
<td>Welcome</td>
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<tr>
<td>10.15 - 11.15</td>
<td><strong>Keynote 1: Testing your memory: The benefits of retrieval for long-term learning</strong>&lt;br&gt;Prof David Shanks</td>
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<tr>
<td>11.15 - 11.45</td>
<td>Coffee/Tea</td>
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<tr>
<td>11.45 - 13.00</td>
<td><strong>Parallel Session 1</strong></td>
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<td></td>
<td><strong>Workshop 1</strong>&lt;br&gt;Open Labyrinth - A universal gateway to blended learning?&lt;br&gt;Wendela Wapenaar, Georgina Ferguson, Philippa Hammond, Sabine Totemeyer</td>
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<td><strong>Workshop 2</strong>&lt;br&gt;Stepping toward programmatic assessment - establishing a continuum of student evaluation in final year rotations to inform student development, progression and attainment of professional competency&lt;br&gt;Mike Cathcart, Kamakan Jeevaratnam, Peter Cockcroft</td>
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<td><strong>Workshop 3</strong>&lt;br&gt;ViEW Speed Networking&lt;br&gt;Claire Vinten</td>
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<td><strong>Workshop 4</strong>&lt;br&gt;Advancing Inclusivity and Citizenship through Change Laboratories – putting theory into practice&lt;br&gt;Alison Robinson Canham</td>
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<td><strong>Short communications 1</strong>&lt;br&gt;1. Quantitative measurement of strength of motivation in veterinary students at St. George’s University, Grenada&lt;br&gt;2. Perceptions of motivation and learning approaches among 1st semester DVM students in University of Veterinary and Animal Sciences Lahore Pakistan&lt;br&gt;3. VetFit: The effect of exercise on psychological and physiological well-being in veterinary students&lt;br&gt;4. Using Data to Support First-year Veterinary Student Wellbeing: The Live Engagement and Attendance (LEAP) Project at the UCD School of Veterinary Medicine</td>
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<td><strong>Short communications 2</strong>&lt;br&gt;1. Use of Smartphones to aid in teaching the examination of the equine fundus&lt;br&gt;2. Technological impact on veterinary education: Students’ experience, awareness and perceptions of technological innovations in UK vet schools.&lt;br&gt;3. R Shiny Apps as tools for technology-assisted teaching of quantitative probabilistic modelling&lt;br&gt;4. Student Perceptions of Fully Online Master’s in Veterinary Nursing</td>
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<td><strong>Poster session 1: Professions &amp; Learning from others</strong>&lt;br&gt;Posters S1.P01-S1.P10</td>
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<td>Time</td>
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<tr>
<td>13.00-14.00</td>
<td>Lunch</td>
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<td>14.00-15.15</td>
<td><strong>Parallel Session 2</strong></td>
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<tr>
<td>13.00-14.00</td>
<td><strong>Workshop 1</strong></td>
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<td></td>
<td>Professional Orientation &amp; Development (POD):</td>
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<td>Developing emotional intelligence through experiential learning</td>
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<td>Jackie Cardwell and Amada de Mestre</td>
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<td>14.00-15.15</td>
<td><strong>Workshop 2</strong></td>
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<td>Digital Marking and Analysis in Clinical Assessment (OSCEs &amp; MMIs)</td>
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<td></td>
<td>Deborah Coffey</td>
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<td>13.00-14.00</td>
<td><strong>Workshop 3</strong></td>
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<td>Art appreciation for veterinary educators: a novel approach to</td>
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<td>development of observation, communication and ambiguity tolerance</td>
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<td>Jennifer Hammond</td>
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<td>14.00-15.15</td>
<td><strong>Short communications 1</strong></td>
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<td></td>
<td>1. Evaluation of a clinical skills lab as a learning space: sharing</td>
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<td>best practice and identifying areas for improvement</td>
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<td>2. Development of observational skills in veterinary students using</td>
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<td>fine arts-based training</td>
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<td>3. New fish practical at the School of Veterinary Medicine and Science</td>
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<td>(SVMS), University of Nottingham</td>
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<td>4. Simulation Exercises for Foot-and-Mouth Disease</td>
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<tr>
<td>15.15-15.45</td>
<td>Coffee/Tea</td>
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<tr>
<td>15.45-16.45</td>
<td>**Keynote 2: Capable, Confident, Healthy and Fulfilled Professionals:</td>
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<td></td>
<td>Empowering the iGeneration</td>
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<td>Professor Stephen May</td>
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<td>16.45-18.00</td>
<td><strong>Parallel Session 3</strong></td>
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<tr>
<td>16.45-18.00</td>
<td><strong>Workshop 1</strong></td>
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<td></td>
<td>Be(com)ing a veterinary educator: Motivations, tensions, strategies</td>
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<td>Stefanie Reissner</td>
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<td>16.45-18.00</td>
<td><strong>Workshop 2</strong></td>
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<td>A collaborative exploration of some of the challenges involved with</td>
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<td>workplace surgical teaching and how we might create strategies to</td>
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<td>enhance the student experience.</td>
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<td>Paul Andrew Eynon</td>
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<td>16.45-18.00</td>
<td><strong>Workshop 3</strong></td>
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<td>Standard setting assessments in veterinary schools</td>
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<td>Brian Catchpole</td>
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<td>16.45-18.00</td>
<td><strong>Short communications 1</strong></td>
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<td>1. In-house abattoir practical simulation for veterinary undergraduate</td>
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<td>students</td>
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<td>2. The use of immersive simulations to teach human factors skills to</td>
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<td>final year veterinary students at the University of Surrey</td>
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<td>3. Validation of a canine ocular simulator for use in training novice</td>
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<td>veterinary students to perform a fundic examination</td>
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<td>4. Horsing Around: Playful</td>
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<td>16.45-18.00</td>
<td><strong>Short communications 2</strong></td>
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<tr>
<td></td>
<td>1. The Use of Jeopardy as a Teaching Aid for Final Year Veterinary</td>
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<td>Students on Canine Medicine Core and Track Rotations</td>
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<td>2. Factors influencing attitudes of veterinary undergraduates to a</td>
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<td>career in farm animal practice</td>
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<td>3. Developing business together: student perspectives on a key key</td>
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<td>employability mismatch in veterinary education.</td>
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<td>4. OIE International</td>
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<td>18.00-19.00</td>
<td>Posters session 3: Teaching and Teaching Methods 1</td>
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<td>Posters S3.P21- S3.P30</td>
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Friday 5th July, 2019

8.30-9.00  
Coffee/Tea

9.00-10.00  
Keynote 3: Penny Aspinall

10.00-11.15  
Parallel Session 4

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<tr>
<th>Workshop 1</th>
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<th>Workshop 3</th>
<th>Short communications 1</th>
<th>Short communications 2</th>
<th>Poster session 4: Veterinary Clinical Skills</th>
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11.15-11.45  
Coffee/Tea

11.45-13.00  
Parallel Session 5

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<thead>
<tr>
<th>Workshop 1</th>
<th>Workshop 2</th>
<th>Workshop 3</th>
<th>Short communications 1</th>
<th>Short communications 2</th>
<th>Poster session 5: Teaching and Teaching</th>
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<tbody>
<tr>
<td>Finding the veterinary</td>
<td>Thinking differently about</td>
<td>Challenges of qualitative</td>
<td>1. Evaluation of screen-recorded video feedback on</td>
<td>1. An analysis of the</td>
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<td>superero in you! A strengths based approach to professional development in students.</td>
<td>Liz Mossop</td>
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<td>clinical skills training: can we fast-track a student’s ability to master bovine trans-rectal palpation?</td>
<td>Annett Annandale</td>
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<td>research: An exploration and possible solutions.</td>
<td>Tierney Kinnison and Claire Vinten</td>
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<td>a written assignment. 2. Teaching &amp; Course Evaluation Questionnaires: student views on usefulness of questionnaire statements for evaluation of teaching and course 3. Peer Assessment of Veterinary OSCEs 4. Utilisation of the mini-Clinical Evaluation Exercise in summative assessment of student clinical competency and assessment of the inter-observer agreement between academics and trained practice mentors</td>
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<td>nature of feedback on student global performance in workplace-based intramural rotations 2. Veterinary Clinical Demonstrators: enhancing primary care learning in a referral hospital setting 3. Evaluating student experiences on Extra-Mural Studies (EMS) and development of the AVS Extra-Mural Studies Resources 4. Investigating the long-term impacts of “place-rich” community-based learning experiences on veterinary student participants in remote northern Canadian communities</td>
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| 13.00-14.00 Lunch 14.00-15.15 Parallel Session 6 |
| Workshops 1 
Active Learning in Veterinary Anatomy: Alternatives and Accompaniments to Cadavers Sarah Channon | Workshop 2 
'Teamwork Makes the Dreamwork!' Use of Team Based Learning in Veterinary Education Charlotte French | Workshop 3 
Reflective self evaluation - through the looking glass Ruth Serlin | Short communications 1 
1. Student perspectives of preparedness characteristics for clinical learning within a fully distributive veterinary teaching model 2. Experiences of the Professional Development Phase: reframing reflection as purposeful, social activity 3. Auditing final year student perception of progression toward RCVS Day One Competency | Short communications 2 
1. Feedback demonstrates creativity is king, and less is more... 2. Human behaviour change for cat pain and welfare: educational intervention 3. Research for farriers – it is necessary and it is possible! An update on the Graduate Diploma in Equine Locomotor Research 4. Self-Regulated Learning and Psychomotor Skill | Poster session 6: e-learning and technology Posters S6.P43- S6.P53 |
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<tr>
<th>Time</th>
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<tr>
<td>15.15-16.15</td>
<td><strong>Keynote 4: Matching science teaching to society's needs</strong>&lt;br&gt;Professor Justin Dillon</td>
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<tr>
<td>16.15-16.30</td>
<td>Adjourn/Handover</td>
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