# Pre-Conference Programme

**Wednesday 3rd July, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-conference Workshops</th>
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| 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  
Professor Stephen May, Senior Vice-Principal and Director of LIVE, RVC  
Professor Ayona Silva-Fletcher, Deputy Course Director, MSc Veterinary Education, RVC |
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<tr>
<td>9.00 - 10.00</td>
<td>Registration/Coffee/Tea</td>
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<td>10.00 - 10.15</td>
<td>Welcome</td>
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| 10.15 - 11.15 | Keynote 1: Testing your memory: The benefits of retrieval for long-term learning  
Prof David Shanks |
| 11.15 - 11.45 | Coffee/Tea                                |
| 11.45 - 13.00 | Parallel Session 1                         |

**Workshop 1**  
Open Labyrinth - A universal gateway to blended learning?  
Wendela Wapenaar, Georgina Ferguson, Philippa Hammond, Sabine Totemeyer

**Workshop 2**  
Stepping toward programmatic assessment - establishing a continuum of student evaluation in final year rotations to inform student development, progression and attainment of professional competency  
Mike Cathcart, Kamakan Jeevaratnam, Peter Cockcroft

**Workshop 3**  
VIEW Speed Networking  
Claire Vinten

**Workshop 4**  
Advancing Inclusivity and Citizenship through Change Laboratories – putting theory into practice  
Alison Robinson Canham

**Short communications 1**  
1. Quantitative measurement of strength of motivation in veterinary students at St. George's University, Grenada  
2. Perceptions of motivation and learning approaches among 1st semester DVM students in University of Veterinary and Animal Sciences Lahore Pakistan  
4. Using Data to Support First-year Veterinary Student Wellbeing: The Live Engagement and Attendance (LEAP) Project at the UCD School of Veterinary Medicine

**Short communications 2**  
1. Use of Smartphones to aid in teaching the examination of the equine fundus  
2. Technological impact on veterinary education: Students’ experience, awareness and perceptions of technological innovations in UK vet schools.  
3. R Shiny Apps as tools for technology-assisted teaching of quantitative probabilistic modelling  
4. Student Perceptions of Fully Online Master’s in Veterinary Nursing

**Poster session 1: Professions & Learning from others**  
Posters S1.P01-S1.P10
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<tr>
<th>Time</th>
<th>Workshop 1</th>
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<th>Workshop 3</th>
<th>Short communications 1</th>
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<th>Poster session 3: Teaching and Teaching Methods 1</th>
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<td>13.00-14.00</td>
<td><strong>Workshop 1</strong>&lt;br&gt;Professional Orientation &amp; Development (POD): Developing emotional intelligence through experiential learning&lt;br&gt;Jackie Cardwell and Amada de Mestre</td>
<td><strong>Workshop 2</strong>&lt;br&gt;Digital Marking and Analysis in Clinical Assessment (OSCEs &amp; MMIs)&lt;br&gt;Deborah Coffey</td>
<td><strong>Workshop 3</strong>&lt;br&gt;Art appreciation for veterinary educators: a novel approach to development of observation, communication and ambiguity tolerance&lt;br&gt;Jennifer Hammond</td>
<td><strong>Short communications 1</strong>&lt;br&gt;1. Evaluation of a clinical skills lab as a learning space: sharing best practice and identifying areas for improvement&lt;br&gt;2. Development of observational skills in veterinary students using fine arts-based training&lt;br&gt;3. New fish practical at the School of Veterinary Medicine and Science (SVMS), University of Nottingham&lt;br&gt;4. Simulation Exercises for Foot-and-Mouth Disease</td>
<td><strong>Short communications 2</strong>&lt;br&gt;1. The Use of Jeopardy as a Teaching Aid for Final Year Veterinary Students on Canine Medicine Core and Track Rotations&lt;br&gt;2. Factors influencing attitudes of veterinary undergraduates to a career in farm animal practice&lt;br&gt;3. Developing business together: student perspectives on a key employability mismatch in veterinary education&lt;br&gt;4. OIE International</td>
<td><strong>Posters</strong>&lt;br&gt;S3.P21- S3.P30</td>
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<td>14.00-15.15</td>
<td><strong>Parallel Session 2</strong>&lt;br&gt;Workshop 1: Becoming a veterinary educator: Motivations, tensions, strategies&lt;br&gt;Stefanie Reissner</td>
<td><strong>Workshop 2</strong>&lt;br&gt;A collaborative exploration of some of the challenges involved with workplace surgical teaching and how we might create strategies to enhance the student experience.&lt;br&gt;Paul Andrew Eynon</td>
<td><strong>Workshop 3</strong>&lt;br&gt;Standard setting assessments in veterinary schools&lt;br&gt;Brian Catchpole</td>
<td><strong>Short communications 1</strong>&lt;br&gt;1. In-house abattoir practical simulation for veterinary undergraduate students&lt;br&gt;2. The use of immersive simulations to teach human factors skills to final year veterinary students at the University of Surrey&lt;br&gt;3. Validation of a canine ocular simulator for use in training novice veterinary students to perform a fundic examination&lt;br&gt;4. Horsing Around: Playful</td>
<td><strong>Short communications 2</strong>&lt;br&gt;1. The Student Learning Experience of a Flipped Classroom in an Undergraduate Veterinary Course&lt;br&gt;2. The effects of content delivery methods on ultrasound knobology training in first-year veterinary students.&lt;br&gt;3. Veterinary students and alumni survey on method of instruction, significance and training opportunities of different practical skills</td>
<td><strong>Posters</strong>&lt;br&gt;S2.P11- S2.P20</td>
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<td>15.15-15.45</td>
<td><strong>Coffee/Tea</strong></td>
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<td>15.45-16.45</td>
<td><strong>Keynote 2: Capable, Confident, Healthy and Fulfilled Professionals: Empowering the iGeneration</strong>&lt;br&gt;Professor Stephen May</td>
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<td>18.00 - 19.00</td>
<td>Welcome drinks reception</td>
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<td>19.00 - 22.00</td>
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<td><strong>Friday 5th July, 2019</strong></td>
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<td>9.00 - 10.00</td>
<td>Keynote 3: Penny Aspinall</td>
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<td>10.00 - 11.15</td>
<td>Parallel Session 4</td>
<td><strong>Workshop 1</strong>&lt;br&gt;“We were too busy doing it to evaluate it…..”: Evidencing teaching excellence for career progression in veterinary education.&lt;br&gt;Liz Mossop&lt;br&gt;&lt;br&gt;<strong>Workshop 2</strong>&lt;br&gt;Focusing on primary care in a referral teaching hospital: incorporating primary care practitioners into the clinical team.&lt;br&gt;Ellie Sellers&lt;br&gt;&lt;br&gt;<strong>Workshop 3</strong>&lt;br&gt;The Drivers and Barriers to Teaching Excellence: an Animal – and Veterinary-Curriculum Perspective.&lt;br&gt;Emily Chapman-Waterhouse&lt;br&gt;&lt;br&gt;<strong>Short communications 1</strong>&lt;br&gt;1. Open Labyrinth - A universal gateway to blended learning?&lt;br&gt;2. Developing a toolbox to support veterinary educators in creating evidence-based practitioners and inspiring future researchers&lt;br&gt;3. Transition into veterinary education: Do expectations match experience? A mixed methods study of Nottingham vet students.&lt;br&gt;4. Use of vets and students in multiple mini interviews for undergraduate admissions&lt;br&gt;&lt;br&gt;<strong>Short communications 2</strong>&lt;br&gt;1. Does learner metacognition in veterinary students improve in response to coaching on strategies to monitor learning?&lt;br&gt;2. “Reflective learning in professional identity formation: Practices and resources”&lt;br&gt;3. The experience of being a Veterinary Student on Equine Clinical Rotation: a case study of a rotation group&lt;br&gt;4. What do we know about uncertainty, and teaching around uncertainty, in health professions education? A scoping review.&lt;br&gt;&lt;br&gt;<strong>Poster session 4: Veterinary Clinical Skills</strong>&lt;br&gt;Posters S4.P31 - S4.P42</td>
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<td>11.45 - 13.00</td>
<td>Parallel Session 5</td>
<td><strong>Workshop 1</strong>&lt;br&gt;Finding the veterinary&lt;br&gt;&lt;br&gt;<strong>Workshop 2</strong>&lt;br&gt;Thinking differently about&lt;br&gt;&lt;br&gt;<strong>Workshop 3</strong>&lt;br&gt;Challenges of qualitative&lt;br&gt;&lt;br&gt;<strong>Short communications 1</strong>&lt;br&gt;1. Evaluation of screen-recorded video feedback on&lt;br&gt;&lt;br&gt;<strong>Short communications 2</strong>&lt;br&gt;1. An analysis of the&lt;br&gt;&lt;br&gt;<strong>Poster session 5: Teaching and Teaching</strong></td>
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superhero in you! A strengths based approach to professional development in students. Liz Mossop

clinical skills training: can we fast-track a student’s ability to master bovine trans-rectal palpation? Annett Annandale

research: An exploration and possible solutions. Tierney Kinnison and Claire Vinten

a written assignment.
2. Teaching & 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

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

Methods

2 Posters S5.P43- S5.P53

13.00-14.00 Lunch
14.00-15.15 Parallel Session 6

Workshop 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

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<td>15:15-15:15</td>
<td><strong>Keynote 4: Matching science teaching to society's needs</strong></td>
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<td>Professor Justin Dillon</td>
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<td>16:15-16:30</td>
<td>Adjourn/Handover</td>
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