

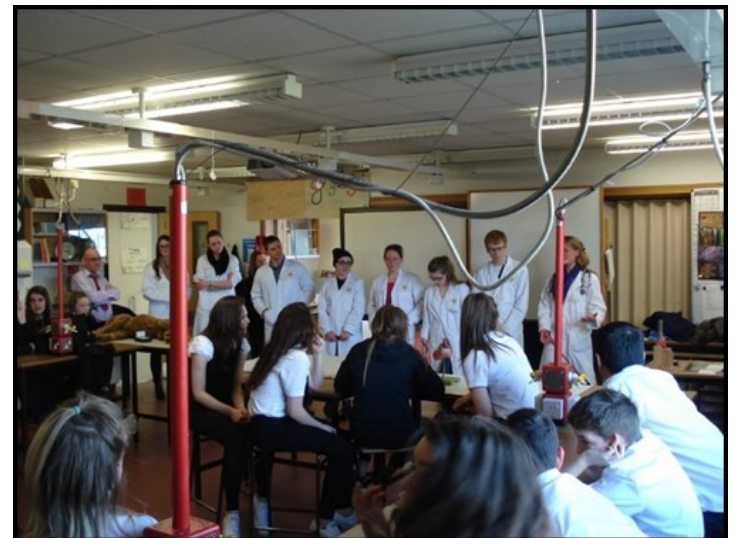


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of Veterinary Studies



Developing teachers of the future: the Undergraduate Certificate in Veterinary Medical Education

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Background 1

- Key responsibility of healthcare professionals:
 - Education of clients, patients, colleagues, students, general public e.g. pupils etc.
- Peer assisted Learning (PAL)
 - Effective tool for both tutor and tutee
 - Incorporated in our veterinary programme for many years
- The benefits of teaching
 - Tomorrow's Doctors (*GMC 2009*)...and Vets (*AAVMC Competency-Based Veterinary Education Framework 2018*) and wider.....



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Background 2

- Recruitment into academic medicine an area of concern
(Lawson McLean *et al. Med. Teacher* 2013; 35:549)
- UG Certificate: novel in Vet Medicine
(Hudson *et al. Med. Teacher* 2016;38:208)
 - Medicine:
 - Armstrong *et al. AMEE* 2012; Hull-York
 - AMEE ESME Student Online 2015
 - 'Students as Teachers Programme' Toronto (Yeung *et al. BMC Med Ed* 2017; 17:28)
- Giving students recognition:
 - *Partners in education*



Certificate Development

- UCVME Team established
 - PTAS grant
 - Recruited a postgraduate student
- Surveyed students
- Surveyed vets (future employers)
- Positive feedback
 - Benefit to education
 - Enhance CV/employability
- Possible concern: sufficient time?
 - Allow students to receive credit from some things already doing in the curriculum



Certificate Structure

- Optional 3 year programme
- Modules: skills/knowledge of tutee
 - **A:** tutees general public
 - **B:** tutees are peers/near peers
 - **C:** tutees are eg vets, congress audiences etc.
- Credits for activities
 - Core and Elective
 - Generic as well as veterinary
- Based on UK Professional Standards Framework



Modular Structure

UCVME 'Core' Activities			
Year	Activity	Description	Credits
2/Graduate Entry	UCVME briefing and guidance	Plenary	5
4	Communication Skills Training	Participation and peer feedback	5
4	Core PAL	Plenary, small group: design lesson plan and delivery	10
UCVME 'Elective' Activities			
Year	Activity	Description	
3-5	Equine, small animal PAL	Clinical examination teaching	5
3-5	SRC Course	Educational research project	20
3-5	AFHEA	HEA Associate Fellow Application	20
3-5	Module A Activities	Organising/running a 'Puppy party' Producing a client information leaflet Schools Careers talk Clinical workshop in schools Developing a veterinary club in a school Outreach activities with charities e.g. in Developing Countries	5
3-5	Module B Activities	Delivering/recording lecture: preparing for clinical practical classes Delivering student welfare training	5
3-5	Module C Activities	Leading institutional journal club Research presentation	5
3-5	VetPALs	Peer study support: Participation, inputs, reflection	10
3-5	Peer Support	Peer pastoral support: Participation, inputs, reflection	10
3-5	Any educational topic	Preparation and presentation of educational research project	5
3-5	Any educational topic	Preparation, submission and acceptance of educational research paper	10

Certificate Assessment

- Enrol in 3rd Year of BVM&S
- Portfolio/Log
 - Signed paperwork
 - Self-reflection
 - Supervisor feedback
- 1 May each year: progress and plans
- Awarded Certificate at end of Final Year
- Potential to take it further
 - HEA Associate Fellowship application (AFHEA)



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Certificate: Results

- 2 Cohorts completed
 - 22/160 June 2017
 - 35/161 June 2018
- 2 Cohorts enrolled:
 - 40/167 in 2016
 - 35/159 in 2017
- 5 each year can embark on HEA pathway
- Positively received by stakeholders:
 - Students
 - Activity supervisors
 - Schools
 - Veterinary employers
- Charitable work
- Outreach



Peer Assisted Learning



Bell et al. JVME 2017; 44:640

PAL: What the tutees say....

“Absolutely brilliant – really enjoyed it. I would love if we could have this opportunity again!” (1st)

“It’s very nice to be able to discuss difficulties you might have during a clinical exam with students who are going through the same, but now have more experience” (GEP)

“Gives us confidence” (1st)

“Enjoyed it very much, very helpful, thank you 4th years!” (GEP)

“Very enjoyable, the older students were very encouraging and helpful” (1st)

“The 4th years emphasised much of what we have gone over in classes and it is validating to hear that these skills are important from their perspective” (GEP)

PAL: What the tutors say....

“You realise what you know and what you need to work on”
(PAL Tutor)

“Going over what I wanted to teach them helped to reinforce my knowledge by reviewing techniques and ensuring I could explain them logically”
(PAL Tutor)

“It was enjoyable to teach other students”
(PAL Tutor)

“Explaining it to other people made me learn it better myself”
(PAL Tutor)

“Helps both you and students to clarify learned knowledge, improves communication, gives an informal lesson where questions can be asked without judgement”
(PAL Tutor)

Certificate Outreach: Working with schools



In the 1st year of Certificate:

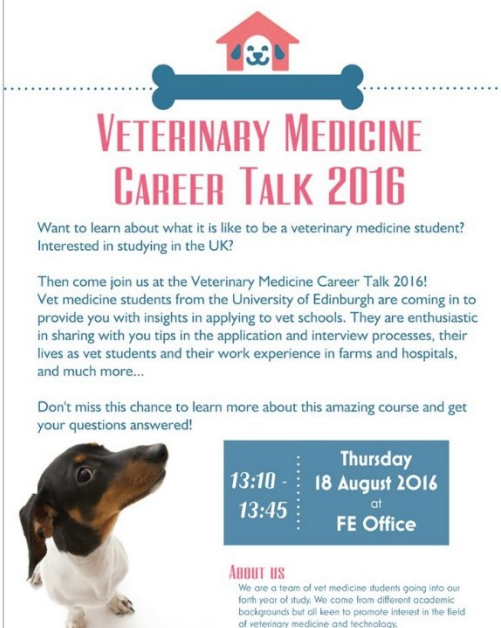
26 of our students were involved in a total of 10 outreach educational activities, with exposure to over 900 school pupils.....



Engagement with communities near and far



Edinburgh
Scotland
England
Africa
Alaska
Canada
Japan
Hong Kong.....



**VETERINARY MEDICINE
CAREER TALK 2016**

Want to learn about what it is like to be a veterinary medicine student?
Interested in studying in the UK?

Then come join us at the Veterinary Medicine Career Talk 2016!
Vet medicine students from the University of Edinburgh are coming in to provide you with insights in applying to vet schools. They are enthusiastic in sharing with you tips in the application and interview processes, their lives as vet students and their work experience in farms and hospitals, and much more...

Don't miss this chance to learn more about this amazing course and get your questions answered!

13:10 - 13:45 Thursday
18 August 2016
at
FE Office

ABOUT US
We are a team of vet medicine students going into our fourth year of study. We come from different academic backgrounds but all keen to promote interest in the field of veterinary medicine and technology.



Higher Education Academy



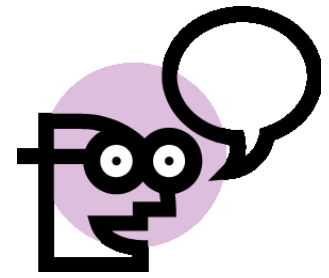
- 5 UCVME students can apply each year:
 - Student AFHEA mentorship Scheme
- Lauren Krueger AFHEA Dec 2016
 - 1st Vet Student in UK
 - 1st UG in Scotland
 - Times Higher and Scottish Parliament
- AFHEA 2017
 - Sarah Chinnery
 - Jo Lawrence
 - Fred Gromalak
- AFHEA 2018
 - Rob Campbell
 - Marie Menniti



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Certificate Feedback 1



- Deputy Head Teacher:

“We are really excited about engaging with this initiative. It embodies the sort of partnership working that Curriculum for Excellence is looking to embed in schools as a means of developing pupils’ skills for life, work and learning.

Your students were brilliant. Watching them interact so naturally with our pupils was great and a real ‘Ready Brek’ glow moment!”



- R(D)SVS Certificate student:

“It is the perfect opportunity to promote the importance of science to young people and encourage them to consider studying it in higher education.”

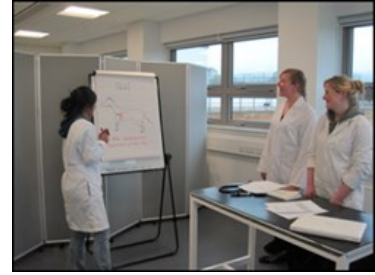


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Certificate Feedback 2



- R(D)SVS Certificate student:

“I am doing the Certificate because I think developing my educating skills will make me a better vet in the long run.

I have realised through this Certificate, that teaching is something I do enjoy”

- R(D)SVS Certificate student:

“I have found my communication skills, organisational processes and simplicity in explaining things increase.”



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What our students have learned from UCVME/AFHEA



- More confident individuals
 - Being encouraged to step out of personal comfort zone
- Break down perceived barriers with staff
- Able to recognise personal growth throughout university
 - Required self-reflections at the end of each activity
- Need to be organised and proactive to get the most out of the programs
 - Time management skills
 - Ability to balance work and life
 - Better at taking initiative
- CV/Employability/
.....job interviews



Going full circle: Sarah Chinnery BVM&S AFHEA

"The UCVME really gave me the confidence and skill set to put teaching into my clinical practice and gave me the springboard into developing plans for a future academic career."

The partnership with staff fostered through the UCVME gave me the opportunity to come back to the University a day a week as an educational research assistant working on teaching projects, including outreach activities with schools"



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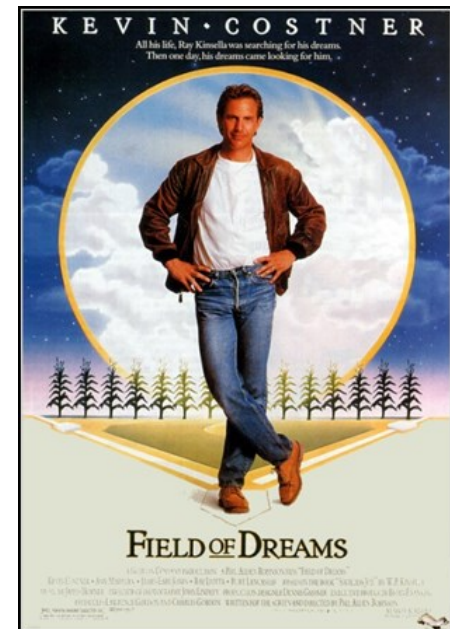
Conclusions 1

- Created many student-driven educational opportunities
- Significant scope for outreach and public engagement
- Develops students as partners in education
 - Breaks down ‘barriers’
- It is possible to formally recognise students as teachers



Conclusions 2

- Transferable to other subjects/disciplines
- Develops and enhances graduate skills
- Facilitates student engagement with the community
- We are confident that the Certificate will:
 - Increase engagement of graduates with academic careers
 - Enhance employability and career satisfaction
- Finally, “if you build it, they will come...”

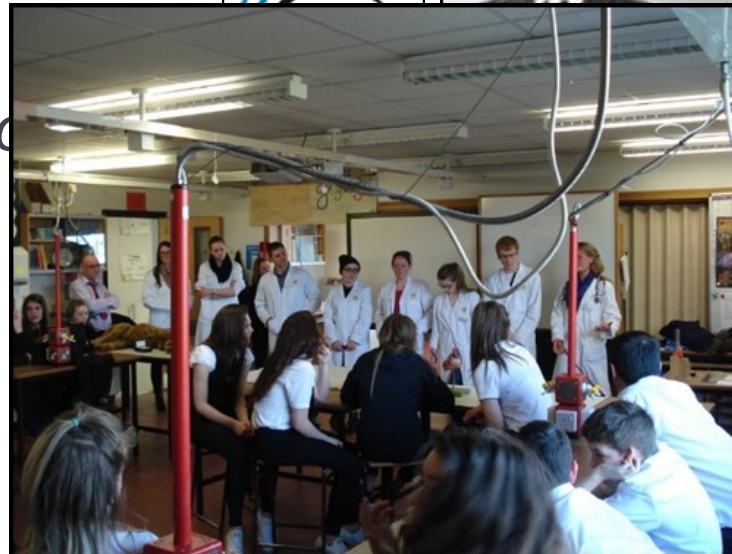


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- Gillian Brown
- *Liberton High School*
- *UoE Principal's Teaching Award Scheme*
- *The Higher Education Academy*
- *Our UCVME Students*



Juno



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Finished!!!!



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