

Certificate in Advanced Veterinary Practice

C-VWT Veterinary Workplace Teaching

Module Outline



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Enrolment guidance

This module is particularly relevant for those candidates who are involved in workplace teaching/training as part of their role, and the module content has been designed to support the improvement in the expertise of the candidate as a veterinary educator (for example when teaching students on extra-mural studies (EMS) or veterinary nursing placements. However, through the emphasis on how students learn, effective learning strategies and understanding experience-based learning, it is expected that the module will also benefit CertAVP candidates in their ongoing certificate learning.

Coverage of this module may be integrated with others, particularly other B and C modules. All candidates will normally have completed A-FAVP.1 Foundations of Advanced Veterinary Practice module, and at least one of the practice B modules, before undertaking a C module, although you can choose to work through modules in a different order if you wish. In whichever order modules are tackled, compliance with best practice for all the topics covered by module A-FAVP.1 will be expected whenever these are appropriate in C modules. For example, awareness of, and compliance with, all relevant legislation, welfare and ethical principles will be required throughout.

If modules have been completed through another provider, you are strongly advised to take advantage of the essay review on offer. You are advised to plan a structured programme of continuing professional development to help them achieve your objectives. Involvement in 'learning sets' and networks of other candidates working towards the same or similar modules is encouraged; this could be initiated by the candidates themselves via RVC Learn. The RCVS considers that you will need advisers/mentors to support them through the certificate.

Aim

The aim of this module is to support those who are involved in workplace training and enable them to improve their effectiveness by applying an evidence base to their teaching approach. Through the application of theories of educational practice, candidates will develop their own expertise in facilitating student learning in clinical and other veterinary work environments.

This module is aimed at those who are interested in improving any teaching role that forms part of their clinical work, such as supervising EMS or veterinary nursing students. It would also be of interest for those involved in in-house staff training, either formally or informally, such as providing support to recently graduated veterinarians and veterinary nurses.

Area covered

The module covers the following areas:

- Student learning theory: The application of theories of how students learn, relevant to the context of learning in the veterinary clinical practice. Theories of social constructivist, active, student-centred and self-directed learning will be included, as well as covering the importance of intrinsic motivation and relevance.
- Experiential learning: The advantages of experience-based learning as a powerful learning tool, and the importance of reflection and consolidation to support this learning process.
- Learning in the workplace: The advantages and challenges of workplace learning, including learning from and alongside patients and clients, conflicting professional responsibilities (veterinary surgeon as clinician and as educator, responsibilities to staff, clients, patient and student), transient teacher-student relationships and challenging interpersonal interactions
- Setting learning outcomes from the clinical workplace, including clinical reasoning, practical skills and professional competences
- Models for teaching practical skills, clinical reasoning, professionalism

Learning outcomes

At the end of the module, candidates should be able to:

- Apply relevant learning theory to create strategies for developing students in the work environment.
- Be able to recognise areas for potential improvement, as well as problem-solve past challenges or unsatisfactory experiences.
- Understand the importance of the environment to successful learning.
- Use appropriate resources to develop plans for student teaching.

- Establish methods of developing students' knowledge, technical skills and professionalism in the workplace.
- Use appropriate models to help facilitate learning in specific areas, including clinical reasoning, surgical skills, professional behaviour and problem-solving, communication skills and veterinary business.
- Competently use formative assessment of student ability to promote the student's ongoing development.

Syllabus

At the end of the module, candidates should be able to:

1. Teaching and learning theory and its application to a workplace environment
 - Apply relevant learning theory to the development of students in the work environment. Exemplar learning theories include cognitive load, experience-based learning, constructive alignment, student-centred learning, social constructivism, and deep and surface learning approaches.
 - Using an understanding of relevant learning theory, reflect on one's own teaching, as well as experiences as a learner, to identify areas for potential improvement, as well as problem-solve past challenges or unsatisfactory experiences.
 - Appreciate the importance of the environment to successful learning, and identify strengths and challenges of the workplace as a teaching environment.
 - Use appropriate literature and other resources to develop plans for student teaching in the veterinary workplace that optimise on the benefits and address the challenges.
2. Veterinary knowledge and skills development
 - Consider methods of developing students' knowledge, technical skills and professionalism in the workplace, and use appropriate models to help facilitate learning in specific areas, including clinical reasoning, surgical skills, professional behaviour and problem-solving, communication skills and veterinary business.
3. Assessment and feedback
 - Use formative assessment of student competence, including written and verbal feedback, to promote the student's ongoing development, whether under your own supervision or elsewhere.
 - Using relevant literature and feedback models, as well as resources on challenging communications, reflect on the success of past experiences in giving feedback, and develop strategies to improve the effectiveness of feedback provided.

Assessment

- A diary detailing the students you have been involved in training over the module period.
- Four short reflective essays of no more than 1,200 words each, selected from the following list (no more than one essay per title category):
 - A. (i) Understanding the “good” student and the “bad” student, or
(ii) How understanding my own learning helps me teach students better
 - B. The learning experience from the student’s perspective
 - C. Is the workplace a good place to learn?
 - D. Developing specific skills, knowledge and attributes
 - E. Providing assessment and feedback for learning

One of these essays can be submitted to the module leader for feedback before final submission, and it is highly recommended that you make use of this opportunity.

- A reflective synoptic essay of up to 2,000 words, completed at the end of the module, demonstrating your personal development over the module period.

Assessment weighting

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|--------------------------------|-------------|
| • Case diary | (must pass) |
| • Four short reflective essays | 80% |
| • Synoptic essay | 20% |

Assessment timetable

The short reflective essays can be submitted individually, as you complete them. The reflective synoptic essay, and the diary of experience, should be submitted on completion of the module. Work may be submitted at any time and will be assessed within approximately 8 weeks of receipt.

Learning support

Learning support is provided to aid self-directed learning and to provide easy access to published articles. You will be given a username and password which will allow you to log on to 4 different systems:

1. RVC Learn (<http://learn.rvc.ac.uk/>)

- Articles of interest for all areas covered in the module
- Discussion boards between other candidates enrolled on the module and with RVC tutors
- Access to SCOUT, RVC's solution for the discovery and delivery of resources including books, ebooks, journal articles and digital objects, all in one single search. Log in to SCOUT using your RVC username and password to save items on your eshelf. If you are able to use the library in person, you can borrow a book for one week with photo ID. IT and Library support is available for this facility (email library@rvc.ac.uk or helpdesk@rvc.ac.uk).

2. RVC Intranet (<https://intranet.rvc.ac.uk>)

Access to all information available to all RVC students and employees, for example, news, events, policies, committees, services, Library, IT helpdesk, etc.

3. Athens (<http://www.openathens.net/>)

A huge amount of any library's information is now available online, e.g. electronic journals, e-books and databases. 'Athens' is a system used by UK universities for controlling access to these type of online services and with your username and password, you can access many of a library's online databases, electronic journals and e-books seamlessly.

4. Email (<http://mail.rvc.ac.uk/>)

You are given an RVC email address, which is **compulsory** to use for CertAVP communication and submission of work.

Preparing your diary

A diary detailing the students you have been involved in training over the module period. The diary should include:

- The nature (e.g. EMS, work experience, internship), and duration (e.g. sole responsibility of the student for 1 week) of student contact
- The student's educational stage (e.g. final year undergraduate, graduate)
- The knowledge/ skills/ attributes included during the training period
- Teaching and learning strategies employed
- Comments on the students' progression towards your goals and on your future learning
- Brief notes on the experience (successes, challenges, interesting points of note)

To respect student confidentiality, please do not include student names in your case diary or essays.

Because of the nature of the CertAVP and variation in veterinary practice, it is accepted that diaries will vary between individual candidates, both in respect to contact time with students, and the number of students trained over the course of the module. Some candidates may experience a small number of students, with whom they spend a prolonged contact period, and others may encounter a large number of students, each for a period of only a few days. Where the diary includes only a small number of students, it would be expected that the diary be broken down into several entries for each student, for example representing different contact periods or areas of focus. As a guideline, the module should extend over 12-24 months, and experience should be equivalent to at least 20 weeks of 50% student contact. If your experience is likely to be outside these guidelines it is recommended you contact the module leader for advice on whether your experience is likely to be sufficient to complete the module, and on how you may design your assignments. To enable comparisons to be made between students, and so that each of the short essays incorporate some experiences from different students, exposure to four students is expected as the minimum necessary to complete the module. However it will be expected that most candidates will include many more students than this in their diaries.

Guidance for writing your essays

Four short reflective essays of no more than 1,200 words each, selected from the following list (no more than one essay per title category):

- A. (i) Understanding the “good” student and the “bad” student, or
(ii) How understanding my own learning helps me teach students better
- B. The learning experience from the student’s perspective
- C. Is the workplace a good place to learn?
- D. Developing specific skills, knowledge and attributes
- E. Providing assessment and feedback for learning

Each essay should be based on experience, and would usually include experiences arising from only one or two students to enable sufficient depth of analysis. The essays should demonstrate how the experience, together with relevant additional learning resources, has led to self-improvement or a plan for self-development.

One of these essays can be submitted to the module leader for feedback before final submission, and it is highly recommended that you make use of this opportunity. It must be submitted as a fully written essay and not a draft version.

Guidance for writing your reflective essay

A reflective summary essay of up to 2,000 words, completed at the end of the module, demonstrating your personal development over the module period. This can integrate learning outcomes from the three broad module categories (Teaching and Learning Theory in the Workplace Environment; Veterinary Knowledge and Skills Development; Assessment and Feedback), or a candidate may choose to concentrate on a particular area that has been the most meaningful.

It can be helpful to base the essay using the reflective **Three Whats** approach:

- **What?** (did I do/observe/write about)
- **So What?** (did I learn)
- **Now What?** (how will this change my practice in the future).

This essay should only be submitted after all work has been assessed and returned to you.

Instructions for submitting work

Each piece of work you submit must be anonymous. Please name your files to include the following: module code, your student number, and the type of work you are submitting, and email them to certavp@rvc.ac.uk:

CVWT Student Number – Essay - REVIEW

CVWT Student Number – Case diary

CVWT Student Number – Essay 1

CVWT Student Number – Essay 2

CVWT Student Number – Essay 3

CVWT Student Number – Essay 4

CVWT Student Number – Summary

If a piece of work is a re-submission, please name your file like this:

CVWT Student Number – Essay 3 RESUB

Please ensure that the beginning of your work include:

- Module name
- Your student number
- Case report title
- Word count (excluding the above, tables, photo titles and references)

An essay that exceeds the permitted word count will be returned to the candidate for re-submission within the word limit. This is in the interest of fairness as it is difficult to compare an essay exceeding the word limit with one which has been kept to the required limits. Additionally, the ability to keep a discussion tightly focused, with every word counting, is an important skill to have developed at this level. Information included in a table will be included in the word count unless it is mainly numerical information.

References

- These should be properly cited in the text, in accordance with the style in the Journal of Small Animal Practice (JSAP). Avoided listing references that were not cited in the text or vice versa.
- We recommend using Harvard referencing as described by the Anglia-Ruskin University (<http://libweb.anglia.ac.uk/referencing/harvard.htm>).
- You will find it very helpful to use a program such as Endnote® or Reference manager® to organise your references.

Appendices

- You may include appendices but please note that the examiners are not obliged to read them (so please don't include essential information).
- Images may be included here or in the main body of text. Include any images that you think are relevant as these generally enhance your report and enable examiners to assess your interpretation.

Plagiarism

All written work submitted to the Royal Veterinary College is passed through plagiarism detection software. Work submitted for this module should not have been submitted for any other courses at RVC or other institutions.

Recommended reading list

The following list is given as a guide as to where to start and for this reason cannot be considered 'complete'. We also don't expect you to read texts from cover to cover or to use all of the texts listed, however we do recommend you make use of the most recent edition of textbooks where available. We apologise if you feel a particular favourite is missing - feel free to use the Learn discussion board to pass on additional suggestions to other candidates.

- RCVS Day One Competencies document
- Swanwick T, Understanding Medical Education, Wiley Blackwell 2014
- Journal of Veterinary Medical Education
- Clinical Teacher
- Medical Teacher (particularly the '12 Tips' articles)
- The British Medical Journal frequently includes articles on teaching in medicine, for example the 'ABC of learning and teaching in medicine' series. Other medical journals also include occasional education-based articles, for example BJA Education.