

LIVE

LIFELONG
INDEPENDENT
VETERINARY
EDUCATION



News

January 2012



LIFELONG
INDEPENDENT
VETERINARY
EDUCATION

A ROYAL VETERINARY
COLLEGE INITIATIVE

Welcome

It hardly seems a year since the last issue of this Newsletter! The LIVE team has been busier than ever, as I hope you can see, with, amongst other projects, further development of the MSc and Postgraduate Certificate in Veterinary Education (cover story).

We all recognise that the student experience depends on a number of factors. A well-designed curriculum, with a varied range of stimulating learning opportunities, is important. However, central to the process is contact with and access to enthusiastic and inspiring teachers. This comes back from students in survey after survey, and has also been recognised in research, at the RVC and elsewhere, demonstrating the powerful effect of teachers on students' study choices and career ambitions. Therefore, it is surprising how, across the HE sector, we continue to "short-change" students by the lack of focus on teacher development at all levels. It is assumed if someone can deliver a competent Powerpoint presentation at a conference, they are "classroom ready"!

This "attentional blindness" on the part of leaders in HE has been exercising me so much recently that I made understanding of learning and educator development the focus of my Miegunyah Lecture in Melbourne in August (page 5). The focus on increased student fees in the UK has pushed the debate over reasonable expectations on educational delivery higher up the agenda, and, as always, I hope that this will result in changes beneficial to those we teach.

All involved in the projects in this issue are focused on making the student experience better than it was before. In welcoming you to this Newsletter, I hope you will share my excitement over our progress, and find inspiration for your own contributions to students, whether at the RVC or other universities around the world.

Stephen May Director of LIVE

Cover Story: MSc in Veterinary Education

November 2011

The MSc Vet Ed team has been very busy this year, with the completion of the first PG Certificate course in August 2011, followed closely by the launch of the Distance Learning programme in September 2011. In addition, several MSc Research Projects were successfully completed and handed in.

Twenty students were successful in achieving the PG Certificate, and now will be accredited as Fellows of the Higher Education Academy (FHEA), and 7 of these graduates have chosen to continue onto the PG Diploma.

In addition to this, 20 new students have enrolled on the PG Certificate for 2011/2012. For the first time, the PG Certificate programme is also being run online, using the RVC Learn platform (previously known as Moodle). The new students are studying in various parts of the world, including Canada, the US and Bali, and we were lucky enough to host some of these participants at the RVC on the launch day in September. These distance students will work alongside local onsite students, both utilising the Learn platform and online conferencing software to encourage participation and discussion between participants and course tutors.

It seems word has spread through our students and staff, as well as a targeted marketing campaign, and we already have a list of potential new students keen to start the programme in September 2012. The aim is to continue running the PG certificate online, as well as launching the Diploma as a Distance Learning option in 2012 - 2013.

Cover Image: The MSc Vet Ed team with some of the distance learning and onsite students on the launch day of the new PG Certificate Programme in September 2011



An Update on the NOVICE Project – www.noviceproject.eu

The NOVICE (Network of Veterinary ICT in Education) website is an online professional community that allows those involved in the veterinary profession to network, access information and share ideas. The community recently gained its 1,500th member, and is still growing. With over 700 veterinary students, 400 veterinarians, 300 veterinary educationalists and nearly 60 ICT educationalists worldwide, it is a great opportunity to discuss veterinary topics with like minded people. What's more, it's free and easy to use. Many of our community's ICT educationalists are there to help if you need a guiding hand with Web 2.0 tools such as wikis, blogs and discussion boards which are the essence of the NOVICE website.

NOVICE hosted a summer school at the Faculty of Veterinary Science, Szent István University, Budapest, Hungary from 25th-26th August 2011. Over eighty participants attended the event from across the globe to listen to presentations and take part in workshops. There were two keynote speakers, Katinka de Balogh, DVM from FAO in Rome who spoke on the 'Use of new media in public health' and Prof. Dr. Martin Fischer, MME from the Institute for Teaching and Educational Research in Health Care, Ludwig-Maximilians-Universität in Germany whose talk was entitled 'Use of e-learning in medical education and the importance of international co-operations'. There was a choice of 14 workshops plus a blogging rally challenge around Budapest! The lunch-time e-learning circus also gave participants the chance for some hands on experience with tools such as WikiVet, Xerte and the Haptic Cow. The event was a great success, and the photo depicts a workshop led by Jan Ehlers from Hannover, and a group planning their route to complete the blogging tasks.

Peter van Beukelen (Utrecht) and Sarah Baillie (RVC) presented the results from the project's first year stakeholder consultations at AMEE (Association for Medical Education in Europe) in Vienna on 31st August 2011. The talk explained the requirements for a veterinary professional network, and detailed how NOVICE was designed to meet these needs. We have recently conducted our second year focus groups and interviews to

evaluate the success of NOVICE so far. The results and our plans for the future will be shared once the evaluation is complete.

The NOVICE project was developed through funding for three years from the EU under their Lifelong Learning Programme. The project is now over half way through this period and has had many successes so far – but we don't plan to stop in 2012! Here are our ongoing plans for NOVICE:

1. Written into the original application is a commitment by the project partners (led by Utrecht and Hannover) to sustain the network in 2013 and beyond.
2. We are about to write an application for ongoing EU funding (i.e. for 2013 to 2015).
3. We are actively exploring a range of other options for additional support for NOVICE.

Upcoming conference: Bucharest, October 2012. This conference will allow individuals to present their work on Web 2.0 and e-learning tools and for NOVICE members to share their experiences of the network. It will follow a similar format to the summer school with a focus on interaction in the form of workshops. A call for abstracts will be made shortly.

The NOVICE Team: Utrecht, Hannover, RVC London, Budapest, Bucharest

Over the past year, LIVE staff have attended and presented at many conferences across the globe. We won't give you a detailed account of all of them, but here are a select few!

Second Annual Veterinary Education Symposium, Nottingham, 13-14th July 2011



The Veterinary Education Symposium aims to 'promote veterinary education and share innovation, ideas and best practice'. It rotates around the vet schools in the UK and Ireland and the format includes keynote presentations, workshops and interactive posters.

After the great success of the LIVE Symposium, 2010, the format of a UK veterinary education symposium lives on in the VetEd Symposia Series. The Second Annual Veterinary Education Symposium was held at the School of Veterinary Medicine and Science, University of Nottingham on 13th-14th July and had over 80 participants. Three keynote speakers gave topical and inspirational presentations: Professor Sir Peter Rubin on "Innovation in professional degrees"; Professor Gary England on "Taking the opportunities in a new veterinary school" and Dr Andrew Gardiner on "It's behind you! Looking back to move forwards in veterinary education". An amazing 42 poster abstracts were presented in the quick fire '2 minutes for presenting, 2 minutes for questions' format, pioneered at the first symposium. This whistle stop tour gave a great overview of the range of topics presented and enabled participants to identify individuals with similar interests for further discussions. Nine workshops were also offered ranging from "Supporting today's and tomorrow's learners: innovative ideas for student learning support" (V. Dale¹, K. Whittlestone¹, J Kydd² and S Totemeyer². ¹The Royal Veterinary College, ²University of Nottingham), "Graduate attributes: views from the coal-face" (S.M. Rhind¹, S. Baillie². ¹The Royal Dick School of Veterinary Studies, ² Royal Veterinary College) and "Enhancing clinical learning in the workplace" (K. Magnier¹, R. Wang², V. Dale¹, R. Hammond². ¹The Royal Veterinary College, ²University of Nottingham). The Symposium was widely praised, with an average overall rating of 'excellent' in the evaluation survey.

AMEE (Association of Medical Education in Europe), Vienna, 29-31st August 2011

Veterinary Education Worldwide (VIEW) held a pre-conference workshop on Sunday 28th August at Vienna's Veterinary University, entitled 'One World – One Health: the power of collaboration through Interprofessional Education (IPE)'. The workshop was led by Debbie Jaarsma (Utrecht), Sarah Baillie (RVC) and Christian Gruber (Vienna) and included a presentation by Sarah Baillie with Tierney Kinnison (also LIVE, RVC) on the RVC's Examples of Veterinary Interprofessional Education. The presentation described three simple classroom activities to enable veterinary students and veterinary nursing students to learn about, with and from each other.

Within the AMEE conference itself, the world of veterinary education again made an impact. Several presentations involved members of the RVC and LIVE in particular. Tierney Kinnison presented her poster on the VN Online Clinical Placement Tool, for preparing veterinary nursing students for placements (see the summary of this project on page 11). Susan Rhind from Edinburgh gave a short communication on the project 'Graduate Attributes' which is a collaboration between Edinburgh and RVC, LIVE (Sarah Baillie). The Graduate Attributes project identifies which attributes are perceived to be very important (e.g. communication skills) and less important (e.g. research skills) for the transition from veterinary student to graduate. The NOVICE (Network Of Veterinary ICt in Education) project was presented by Sarah Baillie with Peter van Beukelen (Utrecht) within the incredibly well attended session 'Social Networking'. For an update on NOVICE, please see page 2.

Report on visit of 2011 Miegunyah Fellow, Professor Stephen May to the Faculty of Veterinary Science, University of Melbourne, Australia

Professor Stephen May visited the Faculty of Veterinary Science University of Melbourne, from Sunday 14th August to Saturday 3rd September 2011 under the Miegunyah Distinguished Visiting Fellowship Program.

According to the Faculty of Veterinary Science: "Professor May was nominated for this program as a leading veterinary educator with an established reputation for innovation and excellence in developing novel evidence-based methods for training veterinarians and veterinary paraclinical staff. With the Faculty's implementation of the Melbourne Model and a Doctor of Veterinary Medicine (DVM) program to replace the Bachelor of Veterinary Science (BVSc), Professor May's background and experience in curriculum development provided an invaluable perspective from which the Faculty could draw."

During his Fellowship, Stephen gave five formal presentations. In addition, Stephen delivered: on 26 August, "Concepts of Knowledge: Teacher-Student Interactions and Learning" to the Faculty's Annual Teaching and Learning Forum; on 30 August a shortened version of the Miegunyah Lecture to the School of Education; and on 1 September, "Lessons in Curricular Design" to the Faculty of Medicine, Dentistry and Health Sciences. While in Australia, Stephen also took the opportunity to visit the Faculty of Veterinary Science of the University of Sydney for one day and deliver a lunchtime seminar entitled, "Educating the Teachers: The Last Piece of the Jigsaw", and discuss with the Veterinary Dean and her colleagues various aspects of professional curricular design and delivery.

His Miegunyah Public Lecture; Clinical Professions fit for the 21st Century: Challenges for the Educators!" was presented on Thursday 25th August. The lecture was enjoyed by approximately 60 guests from both within and outside of the Faculty as well as Sir Andrew Grimwade from the Miegunyah Trust.



Professor Ken Hinchcliffe (right), Dean of the Faculty of Veterinary Science, introducing Professor Stephen May



LIFELONG
INDEPENDENT
VETERINARY
EDUCATION

The LIVE Teaching Development Fund Awards 2011

(formerly known as the Jim Bee Team Prize Award)

We are pleased to announce that last year we awarded one successful team with a 'LIVE Teaching Development Team Award'.

Professor Cheryl Scudamore –
Chair of Toxicologic Pathology

Project: "Is virtual reality as good as reality?"

Team: Dr Sarah Baillie, Dr Simon Priestnall, Dr Victoria Waring, Dr Ross Bond

Further detail on this, and all of the other projects that have been awarded in previous years, along with interim and final reports are available on the LIVE website:

http://www.live.ac.uk/html/activities_teamEd.html

Building the Body:

Sense and Simulation in Biomedical Science (A Wellcome Trust Funded Project)



British Library's 'The Cow is loose in the library' event. Left to right - Project Team: Jon Parry, Jim Cannon, Sarah Baillie. RVC Student ambassadors: Carla Sprott, Hannah Wallace, Sarah Welby. British Library organiser: Nora Daly

Based on the success of the NESTA (National Endowment for Science, Technology and the Arts) iDiscover Haptic events, the RVC's Widening Participation team, Lifestyle group and Haptics team applied for, and received a Wellcome People Award grant from the Wellcome Trust to develop a "Building the Body" workshop. The workshop needed to deal with the topic of bioscience and to be aimed at Key Stage 3 (11-14 year olds). In the typical educational research way, the project began with stakeholder consultations. We spoke to members of staff at secondary schools, members of the RVC's education liaison team, and school children (during a hands-on haptics event at the British Library, see image above). Three key aspects were identified for inclusion in the workshop – learning about cells, appreciating the 3D abdomen and the variations of pulses. The RVC's consultant haptics software developer, Neil Forrest, set to work creating simulations to address these three areas.

These new tasks were combined with sections of the original iDiscover workshops, for example having a go on the Haptic Cow, the Haptic Horse and the Core Skills Trainer (perception and

dexterity games), as well as participants creating their own innovative designs for haptic simulators. The first Building the Body Workshop took place in November 2011, and acted as a pilot to test the new workshop and to evaluate its effectiveness in engaging the young people. Further developments will be made before the workshops are run for more schools in the Camden area during 2012. An added incentive for the schools involved in the workshops is that they are able to keep a haptic device and the software to run some of the simulations included in the workshop. Through initiatives within the schools, such as assemblies, lunch time clubs or afterschool sessions, this means that the workshop will in effect benefit more than the 30 or so pupils directly involved.

It is hoped that providing engaging, novel and exciting experiences such as these will inspire young people to choose science, technology, engineering and maths to study at school and university. Additionally, as some of the simulations are linked to the work of RVC's Lifestyle research group, the project will help to bring biomedical science to a wider audience.

Enhancing Clinical Learning in the Workplace (ECLW) A Higher Education Academy Funded Project

The overall aim of the ECLW project is to better understand the 'experience' of workplace learning (WPL) from the perspectives of students and placement providers in clinical veterinary medicine in order to identify and promote good practice. The project is a collaborative project led by Dr Mathew Pead, with part of the project team from the University of Nottingham (School of Veterinary Medicine and Science: Richard Hammond, Liz Mossop, Sarah Freeman, School of Education: Roger Murphy and Ruolan Wang) and part based at the Royal Veterinary College (Kirsty Magnier, Vicki Dale and Matthew Pead).

Activities for 2011 included further research on clinical rotations through Phase II of the project. In January, Kirsty and Ruolan coordinated Phase II of the project, collecting data through reflective interviews and observations of clinical teaching. Phase II involved observation of active teaching practice and reflections from the clinical teacher. In March, Kirsty presented results and analysis from Phase 1 at the Association of American Veterinary Medical Colleges (AAVMC) in Washington. In July, the team attended the Veterinary Educational Symposium in Nottingham. The team presented a workshop and two posters at the conference: 'Enhancing clinical learning in the workplace'. The workshop was successful and initiated lively debates on clinical learning in the workplace and its place in veterinary education. In November, a general article on the Phase I results of the project was published in the Veterinary Record (see page 14).

Phase I and Phase II have generated some interesting findings about workplace learning. We found that the two institutions have different approaches to the delivery of clinical rotations; but despite this there were substantial similarities in the perceptions of their students and clinical staff, which suggest that the principles and concepts of workplace learning are transferable to different veterinary workplaces.

Possible future work arising from the project includes evaluating the effect of staff training on the workplace learning experience, developing systems of peer-to-peer student feedback prior to placements, and researching the impact of different methods of workplace assessment on the student experience. Currently the team are in the process of developing articles based on the Phase II results and they are planning a dissemination workshop for Spring 2012.



LIFELONG
INDEPENDENT
VETERINARY
EDUCATION

Journal Club dates for 2012

27th January 2012 – PG Certificate 'Evaluating and Improving Practice'

23rd March 2012 – PG Certificate 'Developing Learning Materials'

4th May 2012 - PG Certificate 'Evaluating Educational Literature'

1st June 2012 – PG Certificate 'Developing Educational Strategies'

29th June 2012 - PG Certificate 'Developing Skills'

27th July 2012 - PG Certificate 'Self-Regulated Learners'

All meetings will be held at Hawkshead, video linked to Camden. Rooms TBC nearer the time.

For further information contact Faye Davis at fdavis@rvc.ac.uk



Students and staff in the Queen Mother Hospital (QMH), Royal Veterinary College [RVC image bank]

Finding the Gaps

Development of an Online Veterinary 'Day One' Skills Log Book

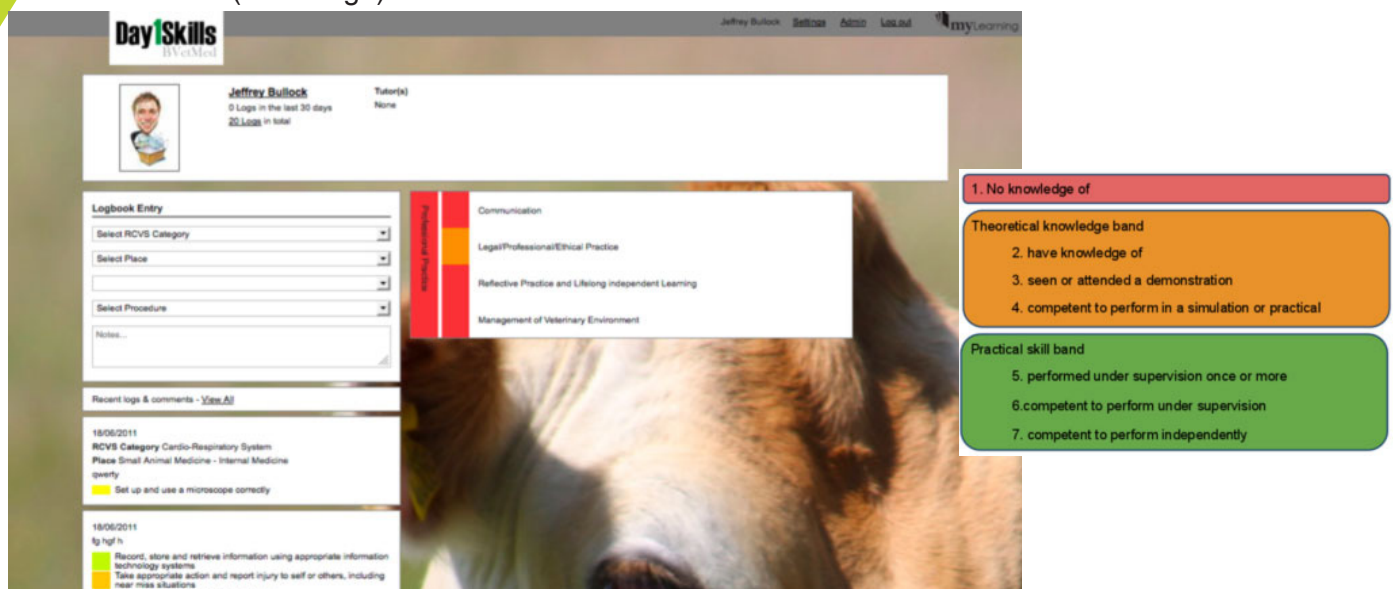
The 'day one' skills application is now complete and can be accessed at <http://mylearning.rvc.ac.uk/d1s>.

The 'day one' skills list is available to browse in the application. Additionally students are able view further information about each skill and where it can be practised. They are able to add comments on their perception of how well they can perform the skill and identify where and when they gained further experience. Finally students are able to assess themselves against a particular skill using a self assessment "traffic light" scale (based on van Beukelen, P. & van der Maazen, W.G.G.M., 2006).

In relation to monitoring progress towards day one skills, students can view a visual representation of where they perceive their skill level to be (via a colour-coded- red/amber/green - matrix). Tutors are able to view their tutees 'day one' skills map which can be used as the basis for tutor meetings, and to provide feedback and guidance to the tutee on their progress. Additionally, tutors are able to comment on one of their tutee's entries.

All tutor information is imported from the student record system (SITS) and updated on a daily basis. This information includes who is tutoring which students. Tutors can also be manually assigned to a tutee in the administration section. Student pictures are also captured, although students have the option to change their own picture if they wish.

When a tutor logs in, they see their tutees grouped by cohort and are able to browse a tutee's skills and make comments (see image).



The screenshot displays the 'Day 1 Skills' application interface. At the top, the user 'Jeffrey Bullock' is logged in. Below the user profile, there is a 'Logbook Entry' form with dropdown menus for 'Select RCVS Category', 'Select Place', and 'Select Procedure', and a text area for 'Notes...'. To the right of the form is a list of skills: 'Communication', 'Legal/Professional/Ethical Practice', 'Reflective Practice and Lifelong Independent Learning', and 'Management of Veterinary Environment'. On the far right, a 'Theoretical knowledge band' scale is shown with four levels: 1. No knowledge of, 2. have knowledge of, 3. seen or attended a demonstration, and 4. competent to perform in a simulation or practical. Below this is a 'Practical skill band' scale with three levels: 5. performed under supervision once or more, 6. competent to perform under supervision, and 7. competent to perform independently. The background of the interface features a close-up image of a horse's head.

Evaluation

Following positive feedback from focus groups with BVetMed year 3 students, on paper prototypes of the proposed application, a pilot study was conducted for students on the Beaumont Small Animal Rotation in Camden. This pilot is part of a research project being undertaken by Nicola Reynolds (a fourth year BVetMed student) who is due to complete in February 2012. Early indications show that the application has been well-received by students as an aid to monitoring their progress towards Day One Skills.

Embedding & Dissemination

We are planning to extend the application to several 4th year BVetMed tutor groups in 2012 as a replacement for the existing PDP tutoring software, that is integrated into the professional studies

strand. Students will be asked to use the system before, during and after their Easter Extra Mural Study (EMS) practice placements and tutors will be involved in the monitoring of student progress. Lessons learned from this trial will be incorporated into the roll-out for the rest of the BVetMed years in 2012/13.

In addition, the application will be adapted so that it integrates with the RCVS EMS recording system (currently in development) to allow data to be shared between the two systems so that students from the RVC can continue to benefit from monitoring their progress towards Year One Skills once they have left the RVC.

For more information

Please contact
Kim Whittlestone kwhittlestone@rvc.ac.uk or
Jeff Bullock jbullock@rvc.ac.uk

Student Learning Support and Communication Skills

There have been several changes to student learning support over the past year. As many of you will know, Belinda Yamagishi left the RVC in May and Kim Whittlestone took over her role in Camden until Rachel Davis returned from Maternity leave in October. Vicki Dale continues to provide learning support for all student groups at Hawkshead.

Kim will still be involved in learning support one day a week, focusing mainly on the BVetMed and particularly on the communication skills training development. The current actor-based provision of history taking in 2nd year, and challenging scenarios in 4th year seems to work well, although students are finding combining history taking with clinical knowledge challenging. Kim and Jill Maddison are adapting the scenarios for 3rd year students in an attempt to address these difficulties. The aim is to get students to build on their understanding of topics they cover in the first term of 3rd year, such as vomiting, diarrhoea and weight loss, by asking them to take a clinical history from patients presenting with these symptoms.

Rachel, Kim and Vicki are keen to improve the provision of learning support for all students and have been developing the service based upon student feedback. To start with these changes hinge around providing large group sessions when they are most needed (and hence recognised as useful) rather than at the beginning of the course, when many students see them as unnecessary. There are also developments in online support and resources, and we are also investigating the potential for more peer-to-peer support.

There are two new email addresses for contacting a member of the learning support team:

learningcm@rvc.ac.uk for all students based at Camden

learninghh@rvc.ac.uk for all students based at Hawkshead

LIVE Student Presentation Prize, 2012:

Following on from the success of the last three years, we will again be offering the LIVE Student Presentation Prize for projects completed by undergraduate students at the RVC. This year we are pleased to be able to offer three prizes, each to the value of £250.00. All students need to do to enter is write a paper/abstract (based on a research project that they have undertaken recently), which they would like to present at an upcoming conference, and submit the abstract to the conference. If they are selected to present their paper, LIVE will pay up to £250.00 towards their travel/accommodation expenses. We have one award for each term, as detailed below:

Term 1: Jan – Apr 2012

Term 2: May – Aug 2012

Term 3: Sept – Dec 2012

Each abstract should be submitted to LIVE once it has been accepted for the conference. However, the award will be made for the term in which the conference takes place. If more than one paper gets accepted per term, a panel in LIVE will select the paper/abstract that should receive the Student Presentation Award.

Please encourage all of your students to enter and send their entries to mrodman@rvc.ac.uk

LIVE Student Presentation Award winners for 2011:

The LIVE Centre would like to congratulate James Hassell (recent BVetMed graduate), Lauren Bosworth (recent BVetMed graduate), Jonathan Dixon (recent BVetMed graduate) and Sarah Allen (recent BVetMed graduate) on each winning one of last year's 'LIVE Student Presentation Prizes'. Their talks are listed below and the abstracts can all be downloaded from the LIVE website: http://www.live.ac.uk/html/activities_student_prize.html

James Hassell; Gastro-intestinal helminths in three sympatric species, sharing the boundary of the Volcanoes National Park, Rwanda

Lauren Bosworth: Scintigraphic anatomy of The Cervical Spine

Jonathan Dixon: Standing low field magnetic resonance imaging (mri) of the foot in 205 horses (2007-2009) and analysis of outcome achieved

Sarah Allen: Intra- and inter-observer agreement of radiographic studies for cervical facet joint osteoarthritis in horses



Online Induction Video Education Resource (OLIVER)

The aim of the project was to involve veterinary and veterinary nursing students in the production of an online video resource in order to better understand the realities of their roles and responsibilities in the workplace to help better prepare them for the clinical workplace (specifically intra-mural rotations and nursing placements). The project has been jointly funded by the Higher Education Academy Subject Centre in Medicine, Dentistry and Veterinary Medicine and Health Sciences and Practice.

In March 2011, a number of videos about clinical rotations were filmed from the perspective of the student. These included:

- Video diaries created by students who had been on rotations, talking about tips and what to expect
- Interviews with staff members involved with equine, small animal and farm animal cases discussing what they expect from students while on rotations
- Advice on consultations in each of the referral hospitals
- Student perspectives of what it is like to work in each of the referral hospitals (student tours around the Equine Referral Hospital and the Small Animal Referral and first opinion hospitals).

April to August saw the editing and screening of the videos by hospital managers and clinicians

to ensure that the material complied with ethical and professional requirements. During this period, the educational developers of the project team established the front and back ends of the website. The videos were then uploaded onto the website and externally published in November at:

<https://oliver.live.ac.uk/>

Currently, the project team are planning an evaluation of the website in Spring 2012, when clinical rotations begin, to see whether it is proving to be a useful tool for preparing the students for the workplace.

OLIVER

The VN Online Clinical Placement Tool

Project Team: Tierney Kinnison, Hilary Orpet, Sophie Pullen, Jane McNae, Catriona Bell, Sue Gregory, Sarah Baillie. This project is a collaboration between Royal Veterinary College (RVC), London, The Royal (Dick) School of Veterinary Studies, Edinburgh and the RVC Veterinary Nursing team at Hong Kong Polytechnic University. Funding was granted by the LIVE Teaching Development Fund.

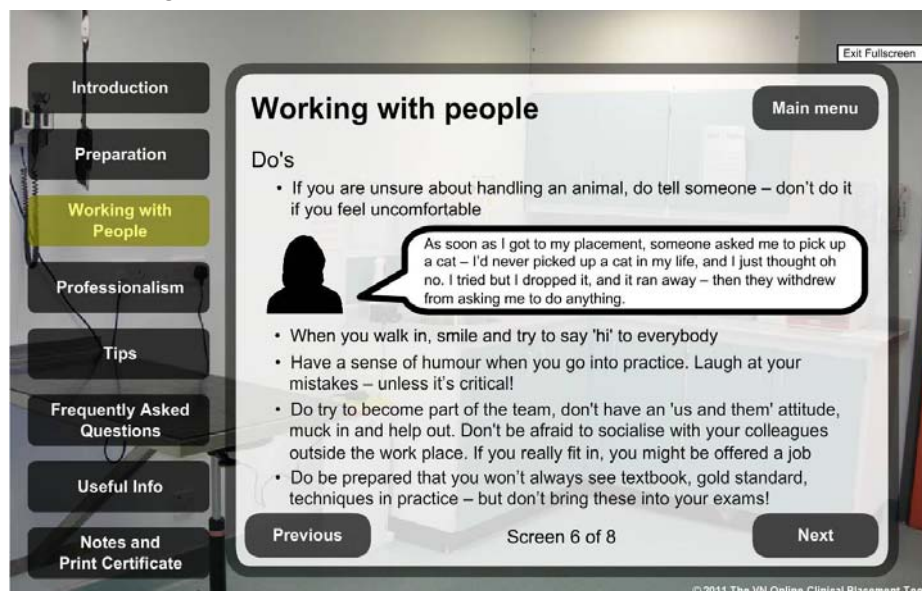
The VN Online Clinical Placement Tool is a CAL (computer aided learning) program designed to assist veterinary nursing students in preparing for their first placement. Veterinary nursing students spend a significant amount of time on placements, which begin within months of starting the course. It is therefore vital that the students are prepared and can gain as much from these core learning opportunities as possible from the earliest days of their studies.

The CAL was based on the 'EMS Driving Licence', which was released in 2010 for veterinary students going on extramural studies (EMS). To assess what changes were required to the EMS Driving Licence, stakeholder consultations were held with veterinary nursing students, qualified veterinary nurses and vets in practice and at university. Using focus groups and interviews, details of the required changes were gathered. Much of the structure of the CAL, and information such as that on body language did not need to be changed, indicating the generic nature of the information for veterinary students and veterinary nursing students. Some information required minor adjustments, such as the equipment they needed to take, while several new pages based on the suggestions from the stakeholders were also created. The new CAL was evaluated by students and qualified nurses. The feedback was very positive: here are a couple of quotes:

"I wish we had something like this because I went in at the deep end, badly, I learnt all this stuff at the practice by trial and error." [Student]

"I've looked through the CAL and it seems to cover everything I can think of" [Veterinary Nurse]

Further suggestions for improvements were made in the evaluation, for example to include a video to introduce each section. These improvements were made in the final iteration of the CAL design, before it was released earlier this year. The CAL is freely available on the internet and can be found at www.live.ac.uk/vn_placement. An example page from the CAL can be seen below.



Staff Updates

New Starters/leavers within LIVE

Following the birth of her second son, Martha Rodman returned from her maternity leave in July, to her post as LIVE Centre Administrator. Martha will continue to look after the LIVE team and all of their administration needs. Martha is part time and works Monday to Wednesday.

Sadly, we said goodbye to Sarah Baillie in December who has left the RVC for pastures new. Sarah took up her post as Professor in Veterinary Education at the University of Bristol this month. We wish Sarah every success in her new role.

The 'EMS Driving Licence' is still available at:

http://www.vet.ed.ac.uk/ems_driving_licence/



Asian Elephant Health Update

After the initial success in 2010 of the first Asian Elephant Health course, Dr Ayona Silva Fletcher secured additional funding from the British council for further development of learning materials for the course.

In February of 2011, Peter Nunn and Jeff Bullock of LIVE took a 'wish list', created by various members of the project team, to the National Elephant Institute in Lampang which is about an hour outside Chiang Mai, Thailand. Here they spent four days under the guidance of Chatchote Thitaram and Taweepoke Angkawanish capturing images and the video footage required to enhance the learning experience of the students by providing a richer media learning environment.

Once back at the RVC, Peter and Jeff redeveloped the Moodle learning platform incorporating content developed by the Asia Elephant Health team, and the new media captured in Lampang. The online component was delivered in May/June of 2011 with the practical component in July. We had 28 students from around the world including students from Thailand, Vietnam, Netherlands, Sumatra, Singapore, Australia, Sri Lanka and Myanmar. The University of Utrecht is now offering this course as an elective in their veterinary undergraduate course and 4 students from the Utrecht Veterinary Faculty attended the course.

Presentation Skills Workshops

Last December, Kim and Peter from LIVE developed and delivered an interactive workshop on giving scientific talks. The course was specifically designed for the requirements of students on the MSc programmes in Wild Animal Health and Wild Animal Biology. Students learnt how to deal with nerves, organise and prioritise the content of their talks, engage an audience, and design and use visual aids such as PowerPoint. Each student was given individual feedback on their presentations.

Feedback from the course was very encouraging with an overall satisfaction rating of 9.1/10. Comments included:

You have made me feel much more confident about giving presentations, thanks!

This was most helpful and maybe we can have yet another session before our final thesis presentation? Thank you!

Really valuable, really nice lecturers, good 2 days!



Students, staff and academics at the practical component Lampang

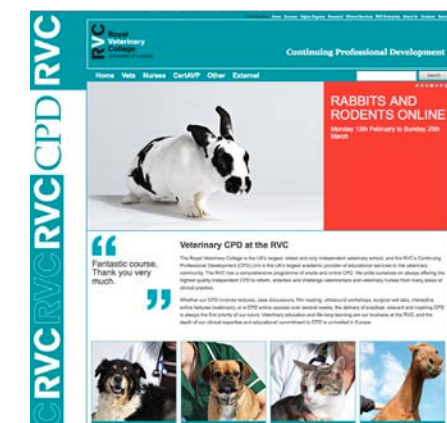
Dates are currently being set for a 2012 delivery of the course with the practical component in Lampang, Thailand. In 2013 it is planned that the practical component will be held in Sri Lanka. Peter, Jeff and Ayona are also planning an excursion to Sri Lanka in February 2012 to source even more images and videos for the course funded with another successful bid by Ayona to the British Council.

LIVE develops ACT and CPD websites

In the second half of 2011 the team at LIVE were approached to redevelop the Animal Care Trust (ACT) and Continuing Professional Development (CPD) websites. There was a similar brief for both websites, including a fresh contemporary look to help both parties stand out in a competitive and commercial market whilst still maintaining clear and strong ties to RVC branding. A requirement for full control of the content, helping ensure that both sites are always fresh and up-to-date, was also a high priority for both groups.

LIVE's solution was to use the Orchard (www.orchardproject.net) content management system (CMS). Orchard is a free open source CMS, funded by Microsoft and built upon ASP.NET. It has an ever-growing and vibrant community offering support, as well as contributing modules and themes, which is key to their strategy of producing reusable components for all. Orchard is also fully customisable which enabled us to develop both websites with strict adherence to the briefs.

E-Commerce (online shopping) functionality is currently being developed for both the ACT and CPD websites.



Online Resources

Ayona Silva-Fletcher has been involved in a 5-year EU project on Q-Porkchairs. The main scientific activities of the project included research on:

- Consumer and citizen roles focused on developing new tools for marketing and development of porkbased products
- Primary production, the diversity, flexibility and sustainability (environment, economy, societal demand) of farm level production systems
- Quality control of the development and application of new and appropriate molecular control tools in pork production
- Chain management in relation to integrated quality management and logistic and sustainable network optimisation
- Product development through innovative technologies for improved pork products, which match consumer demands with regard to quality, safety, nutrition, and convenience
- Knowledge synthesis, synthesising the existing knowledge on pork quality, pork safety and animal welfare into prediction models
- Facilitating cooperation with Small and Medium Enterprises (SMEs) on pilot research and demonstration activities

The outputs of the above research has been included in 10 online resources developed by Anne Algers (SLU, Sweden), Ayona Silva-Fletcher (RVC, UK), Neville Gregory (RVC, UK) and Melvine Hunt (KSU, USA). These e-learning resources are available via an Open Learning Platform (OLP) for teachers and trainers at <http://www.porktraining.org/>

The resources are:

- Animal Welfare-friendly Pig Housing Systems
- Acute Phase Proteins
- Animal Health at Farm Level: PMWS and PRRS
- Entire Male Pigs
- Driving Pigs to Stunning
- Strategic New Product Development
- Fundamentals of Meat's Water Holding Capacity
- Life Cycle Assessment
- Control of Salmonella in Pig Farms –
- Low salt pig-meat products and novel formulations

Each learning resource will deliver 1.5 -3 ECTS credits based on the target audience which can be undergraduate, postgraduate or training for SME and industry.

LIVE: Educational Research Publications

(Academic year 2010 – 2011)

2011

Baillie S, Kinnison T, Forrest N, Dale V, Ehlers J, Koch M, Mandoki M, Ciobotaru E, de Groot E, Boerboom T, van Beukelen P. Developing an Online Professional Network for Veterinary Education: The NOVICE Project. *Journal of Veterinary Medical Education* (2011), 38(4): 395-403.

Magnier, K., Wang, R., Dale, V. H. M., Murphy, R., Hammond, R. A., Mossop, L., Freeman, S. L., Anderson, C. & Pead, M. J. (2011) Enhancing clinical learning in the workplace: A qualitative study. *Veterinary Record*. 169:682

Starke, S.D., Willems, E., **May, S.A.** and **Pfau, T.** (2011) Vertical head and trunk movement adaptations of sound horses trotting in a circle on a hard surface. *The Veterinary Journal* (published online November 2011)

Rhind SM, **Baillie S, Kinnison T**, Shaw DJ, Bell CE, Mellanby RJ, Hammond J, Hudson NPH, Whittington RE, Donnelly R. The transition into veterinary practice: Opinions of recent graduates and final year students. *BMC Medical Education* (2011), 11:64 (doi:10.1186/1472-6920-11-64).

Kinnison T, Orpet H, Pullen S, McNae J, Bell C, **Gregory S, Baillie S**. Development of the VN online clinical placement tool. *The Veterinary Nurse* (2011), 2(8): 428-433. Access

Kinnison T, Lumbis R, Orpet H, Welsh P, Gregory S, Baillie S. Piloting Interprofessional Education Interventions with Veterinary and Nursing Students. *Journal of Veterinary Medical Education* (2011), 38(3): 311-8.

Forrest N, Baillie S, Kalita P, Tan HZ. A Comparative Study of Haptic Stiffness Identification by Veterinarians and Students. *IEEE Transactions on Haptics* (2011), 4 (2): 78-87. Digital ID: 10.1109/TOH.2010.57 ([Abstract](#))

Dale VHM, Kinnison T, Short N, May S, Baillie S. Web 2.0 and the veterinary profession: current trends and future implications for lifelong learning. In press: *Veterinary Record* (2011).

Okamura AM, Basdogan C, **Baillie S**, Harwin WS. Editorial for 'Haptics in Medicine and Clinical Skill Acquisition'. In press: *IEEE Transactions on Haptics* (2011), 4 (3).

Low-Beer N, **Kinnison T, Baillie S**, Kneebone R, Bello F, Higham J. Hidden practice revealed: using task analysis and novel simulator design to evaluate the teaching of digital rectal examination. *The American Journal of Surgery* (2011), 201(1): 46-53 ([Full text](#))

Henry C, **Baillie S**, Rushton J. Exploring the future sustainability of farm animal veterinary practice. Paper presented at: *9th Rural Entrepreneurship Conference 2011*, Nottingham, UK, 23rd & 24th June 2011.

Laurillard, D., Ljubojevic, D., Magoulas, D., Masterman, E., Pujadas, R., Whitley, E., **Whittlestone, K.**, 2011, A constructionist learning environment for teachers to model learning designs. *Journal of Computer-Assisted Learning*.

2010

Baillie S, Crossan A, Brewster S, **May S**, Mellor D. Evaluating an Automated Haptic Simulator Designed for Veterinary Students to Learn Bovine Rectal Palpation. *Simulation in Healthcare* (2010), 5(5): 261-6 ([Abstract](#)).

Ciobotaru E, Ionita M, **Kinnison T**, Militaru M, Predoi G, **Baillie S**. Face-to-face and online professional communities for veterinarians and veterinary students - a focus group study.

Stokes, A., **Magnier, K.** & Weaver, R. (2010) What is the use of fieldwork? Conceptions of students and staff in geography and geology. *Journal of Geography in Higher Education*, 35(1), 121-141.

In press 2011

Henry C, **Baillie S, Treanor L**. The challenges for female small business owners & managers: A consideration of the veterinary profession. In press: C Cooper and R Burke (Eds) *Human resource Management in Small Business- Achieving Peak Performance*, UK. Gower Press