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2026

Abstracts

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Harper & Keele

VETERINARY SCHOOL

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Abstracts are listed in presenting order.

VetEd Fringe

Histological holodeck: an interactive look at the world of the cell using the HKVS Digital slide archive

Thomas Leigh¹

¹Harper & Keele Vet School

Gain some hands-on experience with the HKVS histology viewer. An immersive art installation using interactive touch interface and the HKVS Digital Slide Archive tool.

A great look at the DSA for anyone who attended my short comm or anyone interested in histology, bioinformatics and interactive digital technologies.



Fur-ensic Files: The Case of the Fallen Curriculum

Dr Karen Boudreaux¹

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Format / Medium: A 10-minute live, interactive murder-mystery performance titled Fur-ensic Files: The Case of the Fallen Curriculum. Delivered in a playful noir-detective style, the session uses humor (or attempts to), light theatrical elements, and structured audience participation (volunteer “suspects,” live questioning, and collective problem-solving). The audience actively contributes to identifying the “cause” of curriculum collapse and to reviving it through empowerment strategies.

Relevance to Veterinary Medicine: This session aligns with the Empowering Students stream by exploring how over-scaffolding, excessive assessment, fear of failure, and passive learning may undermine student autonomy, self-regulation, and professional identity formation. Through satire and reflection, the performance highlights practical strategies that foster learner ownership, safe struggle, coaching, entrustment, and meaningful progression toward competence. It invites educators to reconsider how curriculum design can optimise both personal performance and the individual journey to professional identity.



ChatGPT Ate My Homework

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Format: This is a short, 10-minute skit between a veterinary educator and a student that explores the use of AI in the student's veterinary education. The skit incorporates structured audience participation with active engagement through show-of-hands polling, open-response questions, and brief paired discussions. The comedic format provides an accessible and entertaining way to explore complex issues surrounding digital innovation and AI in education, concluding with a powerful take-home message.

Relevance to Veterinary Education: The skit is firmly grounded in contemporary veterinary education, addressing real challenges such as student use and misuse of generative AI, academic integrity, clinical reasoning development, assessment design, and faculty uncertainty about emerging technologies. Through humor, the performance highlights the tension between outsourcing thinking and enhancing learning, encouraging educators to consider how AI can be harnessed to personalize feedback, support skill development, and strengthen human mentorship. By provoking reflection in an engaging format, the session positions digital innovation not as a threat, but as an opportunity to intentionally design future-ready, human-centered veterinary education systems



SoTLing SoTL: An Improvisational Adventure in Veterinary Education

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Concept: Audience members participate in a live, comedic “teaching experiment.” Facilitators improvise mini-lessons or scenarios, and the audience chooses the teaching strategy, feedback style, or learner engagement approach at key moments.

The humor comes from exaggerated consequences, unexpected learner reactions, and playful pedagogical chaos.

Facilitators then reflect briefly on how these choices relate to real-life teaching, SoTL, and designing learning experiences - drawing laughs and insights simultaneously.

Relevance to Veterinary Education: Health professions educators are often steeped in the scholarship of teaching and learning (SoTL), yet rarely get to reflect on pedagogy in a playful, collaborative environment. This Fringe session uses comedy and improvisational theatre as a lens to explore teaching philosophies, challenge assumptions, and spark creative reflection on educational practices. Participants will engage in short improv exercises, role-play common classroom scenarios, and “SoTL” the very concept of SoTL, reflecting on their experiences while actively laughing and learning with peers.

Session Description: Ever wondered what happens when the scholarship of teaching meets the chaos of improv? Join us to SoTL SoTL- laugh, reflect, and rethink how we teach! Participants will collaborate in short improvisational exercises that mirror classroom challenges, from unexpected learner questions to innovative teaching moments. Through guided reflection, attendees will connect these playful experiences to pedagogical principles, exploring themes of engagement, creativity, and adaptability. The session emphasizes interaction, spontaneity, and laughter as tools for insight into educational practice. By the end, participants will leave with a fresh perspective on teaching, a better understanding of the human side of education, and practical strategies for engaging learners with energy, empathy, and creativity.

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Thursday: 08:30 - 09:30

Short Communications - ES - Session 1

Engaging Early-Stage Veterinary Students Through Structured Night Shifts in an Equine Clinic: A Knowledge Exchange Initiative

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Introduction: Early and meaningful clinical exposure is essential to prepare veterinary students for real-world practice, improve confidence, and foster professional identity. Traditional daytime rotations may limit opportunities for students to experience urgent case management, team communication under pressure, and continuity of care. To address this gap, the Equine Clinic at the Estonian University of Life Sciences introduced a structured night-shift programme where pre-clinical and early clinical students volunteer to assist with overnight patient observation, emergency triage, and clinical support under supervision.

Summary of work Completed: Since 2023, third- to fourth-year veterinary students have been invited to participate in weekly supervised night shifts in the equine hospital. Students receive preparatory briefings, defined roles, and access to clinical mentors throughout the shift. Responsibilities include monitoring hospitalized patients, recording vital parameters and reflecting on clinical decision-making.

Evaluation of Outcomes and Impact: Analysis indicates significant increases in student self-reported clinical confidence, understanding of patient monitoring protocols, and teamwork skills. Students highlighted the value of managing real cases outside scheduled hours and the sense of responsibility that accompanied clinical participation. Mentors observed enhanced student initiative and improved communication skills over successive shifts. Challenges included ensuring appropriate supervision ratios and balancing academic workload with clinical participation.

Discussion: The night-shift programme successfully engaged students in immersive clinical experiences early in their training, fostering professional growth and strengthening their connection with the equine clinic team. This initiative demonstrates that structured after-hours exposure, when supported with clear learning goals and mentorship, can enhance veterinary education by bridging theoretical knowledge with practical application. Sharing this experience may encourage other institutions to explore creative scheduling models that promote student involvement in real-world clinical contexts.

References:

Routh J, Paramasivam SJ, Cockcroft P, et al. Stakeholder perspectives on veterinary student preparedness for workplace clinical training – a qualitative study. BMC Veterinary Research. 2022;18:340

Drzemalla LL, Kleinsorgen C, Tipold AK. Clinical training in veterinary medicine: perspectives on quality and the role of specialists. Frontiers in Veterinary Science. 2025.

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Evaluating Blended Learning in Veterinary Education: Student Engagement, Perceptions, and Academic Outcomes in Face to Face and On Demand Lectures

Dr Jenny Williams¹

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Introduction and aims: Veterinary curricula increasingly incorporate blended learning to support diverse student needs and balance academic, placement and personal commitments. However, little is known about how veterinary students engage with face to face (FTF) versus on demand (OD) recorded lectures, or whether delivery method impacts attainment. This study aimed to evaluate student perceptions of FTF and OD lectures within a clinical module and to determine whether content delivery mode influenced performance in summative assessments. A secondary aim was to identify improvements that could enhance student engagement and learning across the blended curriculum.

Materials and methods: This mixed methods action research study evaluated a 4th year Clinical Medicine and Surgery module at Harper Keele Veterinary School. A voluntary post module survey captured quantitative Likert scale responses and qualitative free text comments on student experiences of both formats (n = 44.08% response rate). SBA summative assessment data from 93 students were categorised by content origin (FTF, OD, or practical/tutorial) and analysed using a Kruskal Wallis test to compare median performance between delivery groups. Thematic analysis was conducted on qualitative responses, using manual coding complemented by AI assisted theme generation.

Results: Students perceived FTF lectures as more engaging, interactive and socially supportive, though concerns included pacing, content load and limited opportunities to pause. OD lectures were praised for flexibility, customisable pacing and improved note taking, but were associated with reduced engagement, time management challenges and risk of content backlogs. SBA analysis demonstrated no significant difference in attainment across delivery methods ($H = 2.0205$, $p = 0.36$). Thematic analysis identified clear student driven recommendations for improved interactivity, shorter content, better pacing and structured opportunities for clarification.

Discussion: Findings show that while students value both formats for different reasons, attainment appears delivery method agnostic. This supports blended learning as a valid approach that empowers students through flexible engagement. However, student feedback highlights actionable opportunities to refine blended delivery, including concise lecture design, embedded interactivity and increased tutorial based consolidation. These improvements can enhance engagement and support self regulated learning across the veterinary curriculum.

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Workshop - Designing Experiential Learning That Empowers: A Practical Workshop on Using the CAKE Framework in Veterinary Education

Designing Experiential Learning That Empowers: A Practical Workshop on Using the CAKE Framework in Veterinary Education

Dr Rebecca Archer¹, Dr John Remnant¹

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Objectives: By the end of this 60-minute workshop, participants will be able to:

- Describe the four core layers and six design slices of the CAKE (Creating Active Knowledge Experiences) framework and their theoretical foundations.
- Identify at least two opportunities within their own curriculum where CAKE could strengthen student self-regulation, autonomy, or professional identity formation.
- Apply the CAKE design prompts to redesign one experiential learning activity to better align with competency-based veterinary education principles.
- Articulate one specific change they will implement in their teaching practice to enhance learner empowerment.

Introduction: Experiential learning is foundational to veterinary education and central to competency-based veterinary education (CBVE). However, experiential learning opportunities are often resource-intensive and variably informed by theory. As veterinary programs expand and simulation-based and technology-enhanced modalities increase, there is growing pressure to ensure experiential learning is intentional, equitable, and optimally designed to empower students. The CAKE framework (Creating Active Knowledge Experiences) is a theory-informed experiential learning design model that integrates principles from self-regulated learning, cognitive load theory, motivation theory, situated learning, and deliberate practice. CAKE provides educators with a structured yet flexible tool to design learning experiences that promote autonomy, professional identity formation, and development of non-technical skills alongside clinical competence.

This interactive workshop introduces CAKE as a practical design tool that veterinary educators can immediately apply within clinical skills labs, simulation environments, distributed learning contexts, and classroom-based experiential activities.

Summary: Framing the Challenge (10 minutes)

- Why experiential learning sometimes fails to empower learners
- Common pitfalls in experiential learning
- Overview of CAKE layers and slices

Applied Design Activity (40 minutes)

- Select an existing experiential activity
- Consider where their current experiential designs are strong or vulnerable.
- Use guided CAKE prompts to design or re-design their activity
- Peer discussion and refinement

Commitment to Change (10 minutes) Participants will:

- Identify one concrete modification to implement
- Articulate a measurable outcome they will use to evaluate impact
- Share take-home strategies

Participants will leave with a one-page CAKE design worksheet and structured prompts for immediate application.

Target Audience: Any educator interested in creating experiential learning opportunities

No prior theoretical knowledge required.

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Short Communications - EIPC - Session 1

A relational multispecies approach to the study of 'contextualised care' within the context of undergraduate veterinary education

Dr Becky Smith¹, Dr Genever Morgan¹, Dr Emma Ormandy¹

¹University of Liverpool, Liverpool, UK

Stress in the veterinary clinic has been associated with encountering diverse human-animal relationships, differing perspectives surrounding best interests decisions, as well as clinical uncertainty.¹ In response to several challenges across the veterinary sector, professional competency frameworks now emphasise the need for graduates to be able to demonstrate cultural competence, adapt knowledge and skills to varied scenarios and contexts, and act ethically.² Relatedly, the concept and practice of 'contextualised care' has emerged,³ with its integration proposed to bring a multitude of benefits for animal and veterinary team wellbeing, as well as the sustainability of the profession. While conceptual and practical approaches to developing contextualised care pedagogy and practice are evolving,^{4,5,6} there remains little empirical research exploring experiences and understandings within the context of veterinary education systems.

In parallel to curriculum review at the University of Liverpool's School of Veterinary Science, a working group plan to investigate how current students and staff conceptualise and define contextualised care competences. Taking the 'multispecies educational community' as the starting point, the study will explore multispecies relations to understand subjective experiences, attitudes, and clinical decision-making approaches and how these arise within their broader context.⁷ Drawing on focus group, autoethnographic, and survey data, the study promises to draw out sociocultural, relational and ethical dimensions shaping unfolding relations with animals as well as current practices relevant to contextualised care pedagogy. We will identify multiple meanings and key interconnections as well as community and curriculum influences shaping everyday practices.

This case study approach will deliver theoretical insights as well as practical recommendations for developing contextualised care teaching and learning. Information will be used to inform curriculum revisions at the University of Liverpool, and our learnings will be shared with the wider profession. The adoption of a multispecies approach promises to open up new ways of fostering multispecies wellbeing, ethical veterinary care, as well as student preparedness for the realities and contexts of veterinary practice.

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Comparing frameworks used in human and veterinary medicine to aid shared decision making

Dr Mary Fraser¹

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Introduction: Veterinary medicine presents complex challenges, and the transition from university to practice can be daunting. Alongside clinical knowledge, communication skills are now recognised as essential tools for effective practice. Veterinary education aims to equip students with medical understanding and to support the development of skills needed to build relationships with clients and work collaboratively during clinical decision making.

Shared decision making (SDM) has long been central to doctor–patient interactions in human healthcare, supported by frameworks created for different situations, specialties, and learning styles. Veterinary medicine, however, has fewer established models, despite SDM being recognised as an essential part of veterinary practice(1). This study aims to review existing SDM frameworks used in human and veterinary medicine, to identify common themes and consider how these could support the development of further tools for veterinary students.

Summary of work completed: There are many different models or frameworks for communication or breaking bad news. Contextualised care(2) and spectrum of care(3) were considered broader topics than a SDM framework, and the Value Matrix(3) was considered a useful tool to utilise in SDM. The focus here was on SDM and five frameworks were examined: ICE(4), the Three Talk Model(5, 6, 7) BRAN(8)/BRAIN(9), SHARE(10) and DECIDE(11).

Evaluation, outcomes and impact

The Three Talk Model was most commonly adapted for veterinary settings, focusing on introducing choices, outlining options, and reaching decisions collaboratively.

By comparing these models, several recurring elements were identified:

- Exploring ideas and expectations of patients / owners
- Identifying concerns and risks
- Generating and discussing options
- Supporting understanding
- Collaborative discussion – (Including a consideration of financial constraints)
- Making a decision and implementation
- Evaluating outcomes

Discussion: Human medicine benefits from a wide range of SDM frameworks developed for different contexts with many common components. Developing a wider range of SDM frameworks for veterinary medicine could be valuable, supporting students to refine their communication style and build confidence in guiding owners through shared decisions. A broader set of tools has the potential to strengthen client relationships, promote clearer understanding, and enhance the overall quality of collaborative decision making in veterinary practice.

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Workshop - Beyond Compliance: Normalising Head Protection in Equine Clinical Education

Beyond Compliance: Normalising Head Protection in Equine Clinical Education

Dr John Tulloch¹

¹University of Liverpool

Objectives:

Specific: Identify five barriers that hinder helmet use

Measurable: List the key technical differences between standard equestrian helmets and industrial safety standards suitable for veterinary contexts

Achievable: Outline an "Equine Safety Standard" containing at least two strategies to facilitate and normalise hard hat adoption.

Relevant: Apply occupational health concepts to mitigate the high rate of head injuries in equine practice.

Time-bound: A "Standard" will be created by the workshop end that will be formalised to share with the Vet Schools Council within a month of the end of the conference.

Summary of workshop: Equine medicine has one of the highest rates of occupational injury. Sixteen percent of all recent injuries to equine vets are to the head. Yet there appears to be stigma and resistance to using hard hats, some of which is cemented through a "hidden curriculum" at vet schools and in the wider profession. This masterclass focuses on dismantling this stigma to create a shared culture of protection. We will explore the extent of head injuries to students, and vets in practice. You will learn about the current cultural and system barriers that hinder hard hat adoption across the equine profession.

We will discuss how hard hat can be culturally normalised through a mixture of policy, modeled behaviour, and external communication. You will learn about the different safety standards and tests used to assess hard hat, and why safety solutions for equine veterinary professionals may exist outside of the equestrian sector. We will discuss how vet schools can use their influence to make head protection an invisible, non-negotiable part of professional identity.

Method of delivery: Case-Based Evidence (20m): Interactive briefing on the context and incidence of head injuries, the barriers to their adoption, and a discussion of the different types of personal protective equipment available.

Strategic Design (20m): Collaborative workshop to draft "Equine Safety Standard" that include core hard hat policy requirements, expected behaviours of staff and students, EMS expectations, and communication strategies.

Closing and Questions (5m): Summary of key takeaways.

Target audience & prerequisites:

Audience: Clinical educators, equine technicians, and student representatives.

Prerequisites: None.



Short Communications - DI - Session 1

The adoption of a digital assessment delivery system for MCQ, EMQ and SAQ assessments

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Introduction: Assessment is a fundamental component of veterinary education, underpinning the demonstration of student attainment of Module Learning Outcomes and RCVS Day One Competences. In response to increasing demands for robust, defensible assessment practices, while reducing reliance on physical paperwork, many institutions have adopted digital assessment delivery systems. The launch of a new veterinary programme at SRUC presented an opportunity to embed a digital assessment platform from the outset. The risr/assess platform was selected for its comprehensive functionality across written and OSCE-style assessments and its established use within the veterinary nursing programme at SRUC.

Summary of work Completed: The risr/assess platform has been implemented for all written assessments on the BVSci programme. The first cohort (39 students currently in Year 2) has completed 12 assessments, including two formative assessments using risr/assess. These assessments incorporated various question formats, including multiple-choice, short-answer and extended-matching questions. All assessments are delivered in on-campus computer laboratories using safe exam browser, that prevents access to other applications. Students authenticate using a unique user identifier, ensuring security and integrity throughout the assessment process.

Evaluation, outcomes and impact: The platform has been well received by students, who report that the interface is intuitive and straightforward to use. Risr/assess generates comprehensive post-examination reports that support an in-depth analysis of item and cohort performance, drawing on classical test theory and item response theory psychometric frameworks. A notable strength of risr/assess is its blueprinting functionality. The Master Blueprint allows multiple dimensions to be defined for assessment items, candidates and examiners. Questions are tagged with module learning objectives, subject areas and RCVS Day One Competences, enabling systematic evidence of curricular coverage and learning outcome attainment. As question banks develop, this functionality will support the construction of assessments aligned to predefined blueprint requirements.

Discussion: This work demonstrates the successful implementation of a digital assessment system within a new veterinary programme. Despite relatively small cohort sizes, the platform has proven robust, scalable and fit for purpose. Work continues to expand question banks, while future developments will explore AI-assisted question generation within risr/assess and integration with curriculum mapping software.

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Web-apps for n00bs; A beginner's experiences using Docker to deploy Web Apps for veterinary education.

Thomas Leigh¹

¹Harper & Keele Vet School

Introduction: Digital Whole Slide Images (WSI) of histological specimens offer veterinarians and pathologists benefits in terms of convenience of viewing and distributing high resolution scans of tissues. A digitised WSI can be shared almost instantly with colleagues across the globe. From a teaching perspective, WSI scans allow students to revise histology conveniently from anywhere with an internet connection.

However; the software required to allow students to view WSIs can be expensive, or inaccessible due to compatibility and institutional restrictions. There may also be hardware restrictions; smaller portable devices may not have the hardware resources to handle large WSI files.

This knowledge exchange demonstrates a solution to these problems; a web based slide viewer hosted from Keele University, allowing students and colleagues to access WSI scans by simply accessing a website.

Summary of work completed: This knowledge exchange describes development of an Amazon Web Services (AWS) test server as a small-scale demonstration of the Digital Slide Archive (DSA) web tool, prior to establishing an instance of

DSA on Keele University servers. Slides have been digitised and used in tutorials and my own reflections and student feedback has been collected and basic analysis carried out.

Evaluation: This Knowledge exchange demonstrates the feasibility of running FOSS tools, either in the cloud or locally for use as an educational tool. Student feedback has generally been positive although some limitations have been identified which must still be addressed.

Outcomes: The DSA web tool is now operational on Keele University servers and has been used in teaching to provide students with convenient access to WSI resources. Early student feedback indicates positive engagement and practical usability. The project demonstrates that an open source, web based approach can effectively address common barriers to WSI access in veterinary education.

Discussion: This work highlights the potential of web based digital tools to enhance veterinary teaching by improving accessibility to histological resources and illustrates the value of open source solutions and cloud based development environments in enabling affordable innovation within educational institutions. The project may be of interest to educators and technologists seeking to implement or develop similar digital teaching tools.

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Evaluating the effect of a conversational AI module in the VIN Virtual Clinic on student behavior

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¹Veterinary Information Network, Davis, USA, ²University of Veterinary Medicine, Budapest, Hungary
Introduction

The Veterinary Information Network (VIN) is a global online community created for veterinarians by veterinarians. With more than 115,000 members worldwide, VIN provides veterinarians and veterinary students with immediate access to a comprehensive and continually updated body of veterinary knowledge and community. Since its launch in 1991, VIN has offered complimentary membership to students and faculty, reflecting its long-standing commitment to supporting and empowering the future of the veterinary profession.

To support veterinary education, VIN has developed an extensive range of student-focused teaching resources. These include interactive 3D anatomy tools, a library of clinical procedure videos filmed at veterinary schools, and a wide range of educational materials including textbooks, drug resources, AI-enhanced search and a vibrant expert-supervised community, to name a few. These resources are used by students VIN members; many are also integrated into curricula at veterinary schools worldwide.

Summary of work completed: The latest additions to these tools are conversational AI driven clients and mentors in the VIN Virtual Clinic. After working up these high-fidelity case simulations students interact with AI “clients,” discussing their pet’s diagnosis, therapeutic plan, prognosis and the financial realities of the case. After they complete this task, a second AI “mentor” evaluates the entire case and grades the student’s medical accuracy and client communication. The use of AI in these simulations is limited, and supplementary to the Virtual Clinic’s framework.

Evaluation, outcomes and impact: To date, over 1,000 student-AI interactions have been anonymized and analyzed. Preliminary findings indicate:

- Engagement: the rate of student participation in the role-playing exercises, demonstrating the tool's accessibility, however with a significant portion of students opting out indicate that time commitment or accessibility may be a limiting factor.
- Skill Acquisition: Quantitative data from AI "Mentor" scores shows measurable improvement in communication and medical logic across subsequent interactions.

Discussion: The preliminary data suggests that AI-enhanced simulations provide a safe, repeatable environment for students to practice high-stakes communication.

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Working well with GenAI: Conversational clinical simulations to enhance veterinary clinical reasoning and client communication skills

Dr Chantal Legrand¹, Prof Christelle Maurey-Guennec¹, Prof Henry Chateau¹, Dr Firmin Fendrich¹, **Dr Gregory Casseleux**², Dr Bénédicte Hivin², David Page², Alexandra Girma Biesse²

¹Veterinary School of Alfort (ENVA), Maisons-Alfort, France, ²Wolf Learning Consulting, Clearview, UK

Introduction: Veterinary consultations are inherently dynamic, spoken, and unpredictable interactions. Yet most educational simulations remain text-based, scripted, or structured around predefined responses. In addition, within a veterinary university hospital setting, students rarely receive immediate and individualized feedback on core consultation micro-skills such as signalment and history taking for example. To address this gap, we developed and piloted a voice-enabled Generative AI (GenAI) conversational simulation designed to reproduce the authentic conditions of a real veterinary consultation. The objective was to evaluate its feasibility and perceived educational value for simultaneously strengthening clinical reasoning and client communication skills in small animal practice.

Summary of work Completed: A bespoke GenAI system was developed to simulate a pet owner across key consultation steps: history taking, case synthesis, explaining diagnostic tests, proposing treatment plans and managing follow up. Deployed in face to face “station” format at 2 European veterinary university, students interacted freely with the virtual owner, receiving adaptive responses and immediate feedback embedded in their clinical reasoning. The pilot cohort progressed through a structured series of prompts and debrief discussions facilitated by instructors. Qualitative data were collected through short survey prompts, observational notes and students’ verbatim comments.

Evaluation, outcomes and impact: Students consistently described the experience as more realistic and cognitively engaging than traditional structured cases. The open text dialogue demanded more precise questioning, deeper formulation of differentials and clearer communication of diagnostic and therapeutic choices. Learners highlighted increased confidence in navigating owner conversations, particularly when receiving ambiguous or incomplete information—a common real world scenario. Instructors noted high engagement, smooth small group flow and strong alignment with intended learning outcomes. The pilot demonstrated the feasibility of integrating GenAI simulations into existing teaching without requiring heavy infrastructure.

Discussion: Early outcomes suggest that GenAI conversational simulations offer a powerful complement to traditional case based teaching, enabling authentic practice of clinical reasoning and communication in tandem. The approach appears scalable, transferable to other species or teaching blocks and promising for preparation, remediation and lifelong learning. Future work will involve structured performance rubrics, comparative evaluation with human actor simulations and the development of analytics to support personalised feedback.

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Workshop - Basic 3D design for Veterinary Education: how to create and modify 3D printed models for teaching

Basic 3D design for Veterinary Education: how to create and modify 3D printed models for teaching

Dr Damian Valle¹

¹University of Surrey, Guildford, UK

3D printing offers powerful opportunities to adapt anatomical and clinical models to specific veterinary teaching needs. This short workshop focuses on the practical use of Autodesk software to modify existing 3D models for educational purposes. Participants will learn core techniques such as cutting, splitting, sectioning, and refining models to highlight anatomical structures, pathological features, or procedural steps relevant to veterinary curricula. Through guided demonstrations and examples from veterinary education, attendees will explore how digitally adapted models can be prepared for 3D printing and classroom or laboratory use. The workshop is designed for educators with no prior 3D design experience and emphasizes efficient, repeatable workflows that support active, hands-on learning while reducing dependence on traditional teaching resources.

SMART LOS - Structure of the session:

1. Locate and download at least one suitable 3D anatomical model from an open-access repository that is relevant to a veterinary teaching objective.
2. Create basic 3D geometries (e.g., cubes, cylinders, spheres) in Autodesk software and manipulate them (move, scale, rotate) to form a simple composite model within a guided exercise.
3. Modify an existing 3D model by performing at least two editing operations (e.g., cutting, splitting, or adding holes/connectors) to adapt it for a specific veterinary teaching purpose.

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Thursday: 10:00 - 10:45

Short Communications - ES - Session 2

Preparing Veterinary Students for Peer Assessment: An Evaluation of Training for Fourth-Year Students in Formative OSCEs

Lissann Wolfe¹, Dr Zamantha Marshall¹, Dr Gemma Masterton¹, **Dr Carlyne Ricardo¹**, Laura Hunter¹, Dr Emilie Law¹, Dr Caroline Smith¹

¹University of Glasgow, Glasgow, Scotland

Introduction and aims: Peer assessment is increasingly recognised within health professions education as a powerful strategy for developing assessment literacy, self-regulation, and professional identity. Within veterinary education, however, there is limited evidence on how effectively students are prepared to undertake assessor roles, particularly within high-stakes practical examinations such as Objective Structured Clinical Examinations (OSCEs). This research aims to evaluate a structured peer assessor training programme designed to empower fourth year veterinary students to confidently assess clinical performance and deliver constructive feedback to junior peers undertaking formative OSCEs for the first time.

Materials and methods: The programme combined an interactive preparatory session introducing OSCE standards, marking principles, and feedback frameworks with station-specific simulation-based training delivered collaboratively by clinical skills staff. This approach aimed to support competency-based learning while strengthening non-technical skills including judgement, communication, and professional responsibility. A mixed-methods evaluation was conducted with approximately 130 fourth-year students. Anonymous questionnaires were completed after training and again following participation as peer assessors in the formative OSCE. Quantitative data assessed perceived preparedness to evaluate clinical competence and provide feedback, including confidence in delivering critical feedback. Qualitative responses were analysed using thematic analysis.

Results: As a result of training, students reported increased confidence in interpreting assessment criteria, applying marking standards, and structuring feedback conversations. Participation as assessors also enhanced insight into expected competency levels and supported self-reflection on their own clinical performance. However, providing negative feedback and making judgement decisions in the assessment environment remained emotionally challenging for some students. Thematic analysis identified three key themes: development of assessment literacy and autonomy, emotional complexity of peer evaluation, and the importance of supportive, collaborative training environments. Students emphasised that experiential practice opportunities, clearer examples of expected performance standards, and earlier exposure to peer assessment would further strengthen confidence.

Discussion: This research demonstrates that structured peer assessor training can empower veterinary students by promoting autonomy, self-regulated learning, and professional identity formation within a competency-based curriculum. By integrating simulation-based training and staff–student collaboration, peer assessment offers a valuable strategy for optimising performance and preparing students for their future roles as reflective, accountable veterinary professionals.

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Using an Entrustable Professional Activities framework for workplace-based assessment of veterinary undergraduates - Learning from the pioneer cohort

Emma Robertson¹, Dr Mike Cathcart

¹Harper And Keele Veterinary School, Keele / Newport, UK

Introduction and Aims: In 2024, Harper & Keele Veterinary School implemented a competency-based assessment strategy for final year clinical rotations, requiring students to demonstrate capability in 12 Core Entrustable Professional Activities (EPAs). Each EPA was evaluated programmatically, with a requirement for students to obtain a minimum number of observations above a specified competency threshold. Student could request evaluations by a clinician where suitable opportunities arose.

Materials and methods: EPA attainment data for the 2024/25 final year cohorts was exported for descriptive statistical analysis and qualitative review.

Results: A total of 5043 EPA evaluations were logged by 92 students over 12 x 3-week rotations. The average number of evaluations logged steadily increased over the first 6 rotations, peaking at 7.26 EPAs per student per rotation, decreasing to 0.93 in the final rotation. Entrustability ratings below threshold were given more frequently for EPAs involving technical skills relative to those involving client communication and clinical reasoning. For all 12 EPAs, a proportion of students (range 36-63%) sought additional evaluations despite having already met the minimum attainment requirement. This occurred most frequently for EPAs involving surgery and anaesthesia, and least for those involving clinical reasoning and planning.

Discussion: Requests for EPA evaluation beyond the minimum requirement suggests some students have embraced assessment as a tool for learning. The decrease in number of EPAs logged in latter rotations suggests others are more 'completion-focused'. Engagement with EPAs could be improved through promotion of a growth mindset culture early in the course, and increased opportunities for evaluation, especially for EPAs involving clinical reasoning.

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Exploring the validity of veterinary practical assessments at a UK veterinary school.

Elaine Yarwood¹

¹University of Nottingham, Nottingham, UK

Introduction/Aims: Summative assessment is a well-established driver for student learning. Performance based assessments, such as the objective structured practical examination (OSPE), objective structured clinical examination (OSCE), and directly observed procedural skills (DOPS), can enhance the validity of an assessment programme within the veterinary curriculum and drive the development of practical day one competency amongst students. However, these formats are costly to run regarding resources.

This study aims to investigate the validity of these assessment formats at the School of Veterinary Medicine and Science at the University of Nottingham. The face validity of OSPE, OSCE, and DOPS was explored through student perception; predictive validity was determined through the relationship between students' assessment performance and their perceived preparedness for practice.

Materials/Methods: A survey of fourth and final year students was developed to gain insight into their perception of assessments and their perceived preparedness for Clinical Extra-Mural Studies (CEMS) and university rotations. Preparedness was assessed in relation to the nine domains of the Competency Based Veterinary Education framework. Perceived preparation was paired with performance data and perceptions were summarised through descriptive statistics and content analysis of any qualitative data to support quantitative findings.

Results: The findings show that many students find practical assessments a stressful experience and do not consider their performance to be representative of their true ability. However, they found that preparation for assessments aided their clinical skill development. Results show a statistically significant positive correlation between OSPE/OSCE performance and students' perceived preparedness for practice (OSPE $p < 0.046$, OSCE $p < 0.001$), but a negative correlation between DOPS performance and preparedness for clinical work in some domains, such as in public health ($p < 0.373$), financial and practice management ($p < 0.134$), and scholarship ($p < 0.081$).

Discussion: These findings suggest there may be a lack of alignment between assessment and all areas of clinical competency, possibly due to inherent difficulty to practically assess some areas. Whilst perceived preparedness is a proxy measure for performance in clinical practice, these findings may be helpful in the continuous improvement of veterinary assessment to enhance educational impact and drive development of clinical competency in preparation for work within the veterinary profession.

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Masterclass - The Six-Hat Strategy: Making Feedback Less Ruff

The Six-Hat Strategy: Making Feedback Less Ruff

Dr Karen Boudreaux¹, Dr Munashe Chigerwe¹

¹University of California Davis School of Veterinary Medicine, Davis, United States

SMART Workshop Objectives-By the end of the 45-minute workshop, participants will be able to:

- Describe the purpose and six components of De Bono's Six Thinking Hats framework, correctly matching each "hat" to its cognitive function.
- Apply the Six Hats framework to structure a brief debriefing, feedback, or coaching conversation by collaboratively outlining a six-step questioning sequence.
- Develop one specific, context-relevant action plan for implementing the Six Hats framework within the next two weeks.

Workshop Summary: This 45-minute interactive faculty development workshop introduces veterinary educators to De Bono's Six Thinking Hats as a structured framework for enhancing clinical teaching, debriefing, feedback, and coaching conversations. The session explores how parallel thinking can promote balanced analysis, psychological safety, and learner self-regulation within competency-based veterinary education. Through application to authentic veterinary clinical scenarios, participants examine how the Six Hats framework supports development of non-technical skills, reflective practice, and professional identity formation. By the end of the workshop, educators identify practical strategies to integrate the approach into simulation debriefs, EPA discussions, and performance coaching conversations.

Method of Delivery: The workshop is delivered in an interactive, small-group format combining brief didactic input with experiential learning activities. Facilitated large-group debriefs model the use of the framework in real time, after which participants engage in paired reflection to develop context-specific implementation plans. The session emphasizes active participation, discussion, and practical application to ensure immediate transferability to clinical teaching environments.

Target Audience: This workshop is designed for veterinary educators involved in clinical teaching, simulation facilitation, mentoring, coaching, and competency-based assessment. It is particularly relevant for faculty, clinical supervisors, and academic leaders seeking structured approaches to enhance feedback conversations, support learner self-regulation, and strengthen non-technical skill development within competency-based veterinary education programs.

Prerequisites: None

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Masterclass - Designing for Choice: Building Learner Agency and Self-Regulated Learning in Veterinary Education

Designing for Choice: Building Learner Agency and Self-Regulated Learning in Veterinary Education

Dr McLean Gunderson¹, Dr Jessica Rippe¹, Dr Karen Hershberger¹, Dr Simon Lygo-Baker¹

¹UW Madison School of Veterinary Medicine, Madison, United States

Objectives (SMART): By the end of this masterclass participants will be able to:

- Identify key principles of learner agency and self-regulated learning relevant to veterinary education.
- Design a learning activity that incorporates structured learner choice while maintaining constructive alignment with learning outcomes and assessment.
- Evaluate how different learning pathways (e.g., spatial modeling vs. concept mapping) support engagement, metacognition, and clinical reasoning.
- Apply practical strategies for studying how learner decisions influence motivation, learning strategy, and performance in their own courses.

Summary: Preparing veterinary graduates for contemporary practice requires more than knowledge acquisition; it requires learners who can make informed decisions about how they learn. Developing learner agency and self-regulated learning is therefore increasingly important as students navigate complex information environments and rapidly evolving technologies.

This interactive masterclass introduces a practical framework for designing learning environments that incorporate structured learner choice while maintaining clear outcomes and aligned assessment. The session draws on curricular innovations implemented at the University of Wisconsin-Madison School of Veterinary Medicine and ongoing scholarship of teaching and learning collaborations with King's College London.

Participants will experience the approach directly through a facilitated activity modeled on veterinary anatomy instruction. Prior to the activity, attendees will be shown examples of how learners are offered choices in preparatory materials (e.g., video, annotated notes, or text resources). Participants will then select between two active learning pathways designed around the same learning objectives: (1) constructing and analysing a three-dimensional anatomical model to explore spatial relationships, or (2) developing a structured concept map beginning from a clinical nidus.

Both pathways incorporate brief formative assessment tasks and reflection prompts intended to examine understanding of anatomical relationships, clinical relevance, and learning strategy.

Following the activity, participants will engage in guided metacognitive discussion exploring why learners choose particular approaches and how those decisions influence engagement and performance. Facilitators will share tools used in the program to examine motivation, perceived relevance, confidence, and learner decision-making, along with examples of how these data inform curriculum refinement.

The session concludes with a structured translation activity in which participants adapt the framework to their own institutional contexts and teaching settings.

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EIPC - Posters

Combining pedagogical and andragogical teaching methods to deliver a transfusion medicine session to fourth year veterinary nursing students

Dr David Donovan

¹University of Lancashire, Preston, UK

Introduction: The use of blood products is becoming increasingly common in small animal primary care practice, with 20% of practices stocking blood products and 79% of practices willing to perform transfusions in primary care practice (Beeston et. al, 2020). Given this increasing use, it is important Registered Veterinary Nurses are confident and competent in managing transfusion patients. The session was aimed at providing knowledge and practical experience to meet the needs of UK general practice.

Summary of work completed: The session was provided to eighty-four final year student veterinary nurses completing their Bachelor of Science in Veterinary Nursing. All learners attended a two-hour lecture followed by a one-hour practical tutorial workshop. No specific learner needs were highlighted prior to the session.

The session consisted of two main teaching methods. A lecture with an integrated interactive classroom performance system (Mentimeter) with a case-based learning component and a practical small group workshop. The lecture allowed theoretical material to be delivered to a large group with the classroom performance system maintaining interaction, engagement and ability to ask questions during the presentation (Andrea, et al., 2019). The workshop provided clinically relevant skills.

Evaluation, outcomes and impact: An anonymous feedback questionnaire was sent to all eighty-four learners the day after the session via email. Twelve responses were provided (14%) which was a disappointing response rate. Requiring feedback completion prior to releasing case study solutions may increase participation in the session feedback (Norris & Conn, 2005). The main feedback was to provide pre-session material (lecture slides and pre-reading) plus allowing sufficient time to complete all the case studies.

Discussion: The classroom performance system kept the learners engaged with the ability to ask questions throughout the session (supporting less confident students) and allowed for in the moment assessment against the learning outcomes to highlight areas where the teaching may not have been effectively delivered.

At future sessions, I would ensure three resource packs were available. A pre-session pack for learners, a session pack for the teacher and a post-session pack for learners released once learner feedback on the session has been provided.

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An investigation into the confidence of final year veterinary students when working with reptiles in practice.

Cameron Grogan¹, Dr Vicky Strong, Dr John Remnant

¹Vets4pets, Nottingham, UK, ²University of Nottingham, Sutton Bonington, UK

Introduction and Aims: The assessment of veterinary student confidence is an important method for determining curriculum quality and providing information on student preparedness for practice. Within reptile medicine, there have been suggestions that confidence amongst qualified vets is poorer than with common domestic species. This study aimed to investigate the confidence of final year veterinary students across the UK and Ireland and determine the factors that influence this.

Materials and methods: A mixed methodology was used, comprising focus groups and a survey which aimed to collect both qualitative and quantitative data. Participants were asked questions to ascertain demographics, experience and career interest. Students were also asked to rank their confidence across various skills with three reptile species as well as their engagement in teaching and to consider the impact of various factors on their confidence. Statistical analysis of quantitative data included univariable analysis, multiple regression, Likert analysis and exploratory factor analysis.

Results: Career interest, track rotation and university were all shown to impact student confidence with reptiles. Confidence with various skills intrinsically grouped into two categories which were 'Clinical' and 'Non-clinical' and did not group based on species. Lack of clinical and pre-clinical experience, fear, curriculum structure, exposure to practical teaching, resource availability and confusion over expected competences were all identified as factors which may impact student confidence.

Conclusion: This study demonstrated that confidence with reptiles is low in final year students across UK and Irish veterinary schools and that curriculum reforms are required to improve student confidence with reptiles, both on the pre-clinical and clinical level.



Short Communication (15 mins) followed by Panel Discussion (45 mins)

Identification of important 'Day One' equine practical skills for veterinary graduates: A Delphi survey

Dr Rebecca Batterham¹, Prof Sheena Warman¹, Dr Julie Dickson¹, Sarah Wood¹, Emeritus Prof Sarah Baillie¹, Prof Tim Parkin¹, Dr Kate Allen¹

¹Bristol Veterinary School, University of Bristol, UK

Introduction and aims: While competency-based approaches to veterinary education have been widely adopted across veterinary schools in the UK, evidence-based resources outlining the equine practical skill requirements for new graduates are lacking. This study aimed to gather consensus to identify the most important equine practical skills veterinary students should have acquired by the point of graduation, using a modified Delphi methodology.

Materials and methods: Initial skills lists were developed by analysing equine primary care billing data and cross referencing with existing international skills lists. Online interviews were held with veterinary surgeons working in equine practice to ensure clarity of wording and to identify important missing skills. Experienced veterinary surgeons (two years or more since qualification) with an equine caseload, were recruited to participate in a two round Delphi methodology. Participants were asked to rate the skills from 'very important' to 'very unimportant' for all veterinary students to have acquired by the point of graduation in preparation for 'day one' in practice.

Results: This study rated 111 equine practical skills in total, 46 skills met consensus as being 'important' for veterinary students to have acquired by the point of graduation whilst 33 skills reached consensus as being 'unimportant'. All skills were ranked by their mean score, providing a prioritised list of important equine practical skills for educators to incorporate in undergraduate curricula.

Discussion: This study provides an industry focused, evidence-based list of important 'day one' equine practical skills for veterinary students to have acquired by the point of graduation. The findings of this study represent the opinions of a panel of experienced practising equine veterinary surgeons, on skills they deem most important for veterinary students to focus on during their undergraduate education. This list can help guide curriculum design and support educators both in clinical practice and veterinary schools to focus their teaching and help students set practically focused learning outcomes for their clinical placements and extra- mural studies. To the authors' knowledge, this is the first evidence-based equine practical skills list that represents the opinions of veterinary surgeons practising in UK.



Student engagement in equine ambulatory practice: barriers and opportunities

Dr Ben Curnow¹

¹University of Guelph, Guelph, Canada

Main Facilitator

Ben Curnow is a faculty member at the University of Guelph, with experience across ambulatory teaching environments. He will facilitate the panel discussion, guiding dialogue between panel members and encouraging audience participation to ensure the session is interactive, reflective, and practice-focused.

Panel Members

- Helen Braid (University of Liverpool)
- James Risk (University of Glasgow)
- Sophie Edward-Jenks (University of Surrey)
- Kayleigh Parrett (University of Central Lancaster)

The panel members represent a range of academic institutions and equine teaching models, including distributed clinical education and university-owned ambulatory practices. This diversity provides a broad perspective on student engagement challenges and solutions across different educational contexts.

Background: Equine ambulatory practice plays a vital role in preparing veterinary graduates for primary care careers. However, engaging students effectively in this setting can be challenging due to factors such as time pressure, case

unpredictability, client expectations, variable student preparedness, and differing institutional teaching models. Both distributed and university-owned ambulatory practices offer unique strengths and limitations in supporting student learning.

As veterinary education continues to emphasise graduate readiness for primary care practice, there is a growing need to critically examine how students experience ambulatory teaching and how educators can optimise engagement without compromising patient care or clinical efficiency.

Focus for Discussion: This panel will explore what meaningful student engagement looks like in equine ambulatory practice and identify common barriers encountered by educators and learners. Drawing on experiences from multiple institutions, the discussion will examine how engagement differs between distributed and university-owned teaching models, and how collaboration between universities and practices can enhance learning opportunities.

Key areas of focus will include strategies for preparing students for ambulatory learning, supporting clinicians as educators, and fostering student autonomy and professional identity formation in primary care settings. The session will be highly interactive, incorporating audience input and shared reflection to generate practical, transferable ideas that participants can apply within their own educational contexts.



Thursday: 11:00 - 12:00

Short Communications - ES - Session 3

Creating psychologically safe, high-stakes simulation to empower final-year veterinary students in euthanasia consultations.

Dr Emilie Law, **Dr Lorna Chambers**, Dr Gemma Masterton, **Dr Carlyne Ricardo**, Lissann Wolfe, Caroline Smith

¹University of Glasgow School of Biodiversity, One Health & Veterinary Medicine, Glasgow, Scotland

Introduction and Aims: Preparing veterinary students for emotionally complex, high-stakes scenarios is central to Competency-Based Veterinary Education (CBVE) and to the formation of professional identity. Euthanasia consultations represent a common yet emotionally demanding aspect of small animal practice, requiring integration of technical proficiency, advanced communication, emotional regulation and interprofessional collaboration. We introduced an immersive euthanasia simulation for final-year BVMS students to provide a psychologically safe opportunity to rehearse this scenario prior to graduation and transition into clinical practice.

Materials and methods: In 2025, a two-hour immersive simulation was embedded within the primary care rotation. Groups of 6–8 students participated in two scenarios conducted in an authentic consultation room; livestreamed to an adjacent observation and debrief space. A professional actor portrayed the client, a registered veterinary nurse (RVN) supported the consultation, and two students shared the veterinarian role in each scenario. Preparatory materials outlining learning outcomes and session structure were provided in advance. Psychological safety was prioritised through co-established ground rules and a structured, facilitated debrief focused on identifying “triumphs” and “challenges.”

A pre- and post-intervention questionnaire incorporated the State–Trait Anxiety Inventory (STAI) to evaluate changes in anxiety related to euthanasia consultations and immersive simulation. Students also reported prior euthanasia experience. Paired non-parametric analysis of Likert-scale totals was undertaken to assess differences before and after participation.

Results: Preliminary findings demonstrate a reduction in self-reported anxiety following the simulation. Decreases were observed irrespective of prior euthanasia experience, with no significant differences in baseline anxiety or magnitude of improvement across experience levels. Qualitative feedback highlighted increased confidence, improved readiness for work-based placements, and the value of interprofessional collaboration and reflective discussion. The debrief was consistently described as transformative in normalising emotional responses and consolidating learning.

Discussion: This intervention demonstrates that psychologically safe immersive simulation provides a powerful and scalable pedagogy for preparing students for emotionally complex clinical encounters. It enabled final year students to integrate communication, technical, and professional competencies while strengthening confidence and readiness for real world euthanasia consultations.

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Thoracostomy drain training in veterinary students: preference and competency mismatch.

Hayley Hoffman¹, Dr Kelly Blacklock, Dr John Ryan

¹University of Edinburgh, Edinburgh, UK

Introduction and aims: Thoracostomy drain placement is a critical emergency and post-operative procedure in companion animal practice. Veterinary graduates are expected to perform core clinical procedures competently upon entry into practice, as detailed by regulatory bodies such as the American Veterinary Medical Association’s “Competency-Based Veterinary Medical Education” (CBVME) milestones framework. However, the required level of proficiency and assessment standards for many practical skills remain poorly defined. Based on existing guidance, thoracostomy drain placement can be conceptualised as an Entrustable Professional Activity and therefore represents a day 1 skill. This study aimed to evaluate (1) Final-year veterinary students’ technique preference (Seldinger vs Trochar) for placing a thoracostomy tube prior to clinical exposure; (2) whether simulation-based training altered technique

preference, and (3) the relationship between perceived competence (PC) and actual competence (AC) following practical experience.

Materials and methods: Final-year veterinary students (n = 50) accessed instructional videos and a rubric aligned with CBVME milestone descriptors prior to completing a pre-practical survey assessing technique preference and PC using modified Likert scales. Students then performed both cadaveric techniques in randomised order under standardised, recorded conditions. Performances were scored using a validated rubric to determine AC. Post-practical surveys reassessed preference and PC. Statistical analyses included Spearman's rank correlation, Wilcoxon signed-rank tests, and χ^2 testing, with significance set at $p \leq 0.05$.

Results: Before practical experience, 68% of students reported no preference, 24% preferred Seldinger technique, and 8% preferred Trochar technique. Following practical performance, 68% of students reported a defined preference, evenly distributed between Seldinger (34%) and Trochar (34%) techniques. PC improved significantly for both techniques after practice (Seldinger $p=0.0002$, Trochar $p=0.042$). Students underestimated their performance using the Seldinger technique, perceiving their scores as significantly worse than their actual performance ($p=0.0046$); however, there was no significant difference in their perceived and actual competency using the trochar technique ($p=0.29$).

Discussion: Cadaveric training facilitated informed preference formation and significantly improved perceived competence, supporting experiential learning as a mechanism for fostering autonomy. Students routinely underestimated their performance using the Seldinger technique. Given there are more steps to the procedure, it may be perceived as conceptually more challenging.

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How effective is teaching in a new veterinary clinical teaching facility and how can the teaching be optimized?

Dr Sarah Halligan¹

¹Harper-keele Vet School, Newport, UK

Introduction: Concerns had arisen that veterinary clinical teaching delivered through university referral hospitals has not prepared graduates with the skills and confidence for their first job. The RCVS now requires 70% of clinical education provided during intra-mural rotations (IMR) should be delivered in primary care practices, to increase first-opinion knowledge and skills.

Aims: To investigate student perspectives regarding positive learning experiences at the Small Animal IMR for the first cohort of Harper-Keele (HKVS) students. By understanding the most beneficial experiences perceived by students, an action plan to refine the teaching for future cohorts can be developed.

Materials and methods: Ten individual semi-structured interviews were undertaken with final year HKVS students who had just completed their final IMR at the Small Animal first opinion practice. Manual coding of content and thematic analysis of the transcript data was undertaken.

Results: The research identified 5 main themes. Performing consultations was a positive learning experience for all students. Students had lots of 'hands-on opportunities', were able to 'have-a-go' and 'learnt by doing' during the rotation. Students valued feedback, both directly and indirectly (vet observation) which helped identify key questions they missed or techniques they could improve on. Being questioned and discussing cases and procedures helped to cement learning. The IMR provided a safe and supportive environment.

Discussion: Students 'learned by doing' and expressed satisfaction with the amount of hands-on experience they had during the IMR. Hands-on experiences increase understanding and retention of knowledge and helps develop confidence and competence.

Feedback is essential to learning, both as a marker of progress and an aid to achieving the goal. Lack of appropriate feedback can delay progression to competence as mistakes/omissions are not corrected, good skills are not reinforced, or students develop false confidence. The students valued direct and indirect feedback, both assisted learning. The latter was an unexpected outcome of the study, but it needs to be recognized by the student to provide value.

Performing consultations alone increased student learning as it required more focus and thinking for themselves. Being responsible to perform tasks independently increases self-efficacy, students assess their own capability which helps develop autonomy.



The integration of authentic communication into the foundation phase of the undergraduate curriculum for professional skills modules at Harper Keele Veterinary School (HKVS)

Dr Rebecca Stott¹, Dr Clare Cripwell¹

¹Keele University

Introduction: Integration of authentic practice has long been considered valuable as part of the veterinary undergraduate curriculum, with focus often centred around opportunities to practice clinical and practical skills (Read and Baillie, 2021). At HKVS, efforts have been made to integrate these opportunities from the foundation phase, with particular emphasis in the professional skills modules on authentic opportunities to practice non-technical and communication skills. These skills are vital for new graduate preparedness as they transition into practice (Rheinhard et al, 2021). The primary aim was to develop learner competency and confidence with real-life communication in the veterinary context. However, these sessions were also intended to develop learner knowledge regarding the value and transferability of non-technical skills, alongside interprofessional awareness.

Summary: A 3-hour client communication workshop was integrated into the second-year of the undergraduate HKVS BVetMS programme. This workshop was organised alongside, and facilitated by, PDSA hospital staff. Students were asked to return telephone calls to clients who had requested a veterinary appointment via the online booking platform. Learners were supported throughout the interaction by a PDSA team member but encouraged to lead the phone conversation with the client.

Students were listened to remotely, by peers. Following each student's telephone conversation there was an opportunity to debrief and to receive and/or participate in peer feedback.

Evaluation & Discussion: The session was approached with a degree of trepidation by many learners, however their feedback following the session was overwhelmingly positive. Learners were supported by members of the PDSA client care team, and therefore gained an appreciation of their role in the client journey. Utilisation of the peer group allowed learners to benefit not only from their own feedback but also that of others, working collaboratively towards competency. Due to the small group sizes and time allocated for the sessions, learners often had multiple attempts at the task, with facilitators noting competence and confidence developing within the session. When asked learners were able to identify skills they had transferred from previous intra and extracurricular experiences, some learners used this session to reflect upon within their competency and development portfolio.



Workshop - Remediation Reimagined: Building a Proactive, Personalized Support System in Veterinary Education

Remediation Reimagined: Building a Proactive, Personalized Support System in Veterinary Education

Dan Thompson¹, Dr Jennifer Rudd¹

¹Oklahoma State University College of Veterinary Medicine, Stillwater, United States

Objectives: By the end of this workshop, participants will be able to:

1. Implement curriculum-embedded strategies that build student self-regulation (early identification, structured self-assessment, coaching/mentoring).
2. Use an Exam Necropsy template to analyze a sample assessment and produce a targeted, actionable remediation.
3. Draft a 4-week implementation plan to utilize within their program.

Introduction: Early identification and effective remediation are essential to veterinary student success, yet remediation efforts are often reactive, fragmented, or narrowly focused on academic performance alone. This workshop presents a comprehensive, holistic remediation model embedded across the curriculum and supported by coordinated institutional resources. The model is designed to empower students to develop self-regulation and autonomy in their learning while strengthening professional identity formation through structured reflection, coaching, and purposeful skills development.

Key components include early professional skills instruction that equips students to evaluate their performance and develop individualized improvement plans using evidence-based learning strategies and emerging tools such as artificial intelligence. We will describe a structured “Exam Necropsy” process that guides learners through systematic post-assessment reflection to identify knowledge gaps, learning barriers, and targeted strategies for improvement. We will also share how curriculum/educational support units can partner with learners through coaching and individualized resource plans. Finally, we will demonstrate how guided self-assessment of standardized exam performance supports longitudinal preparation for high-stakes licensure examinations—without “teaching to the test.”

Summary of workshop: Participants will engage in a workshop that models learner empowerment strategies they can adopt immediately:

- 0–10 min: Overview of proactive, curriculum-embedded remediation and student empowerment. Participants complete a self-audit of their current supports.
- 10–25 min: Demonstration of how to convert assessment results into learner-owned, research supported study actions.
- 25–40 min: Small groups apply the Exam Necropsy template to a sample performance snapshot to identify root causes of poor performance and to produce a targeted, individualized remediation plan.
- 40–55 min: Implementation design: Participants draft a 4-week rollout plan.
- 55–60 min: Commit-to-action: Delegates complete an attainment checklist aligned to the SMART objectives and share one implementable action they will adopt.

Target Audience: Veterinary medicine educators (pre-clinical and clinical), assessment and curriculum teams, and coaching/mentoring program leads.

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Workshop - From Classroom to Competency: Exploring Veterinary Educators' Perspectives on Graduate Employability

From Classroom to Competency: Exploring Veterinary Educators' Perspectives on Graduate Employability

Dr Vicky Strong, Shelley Ashenden, Dr Kate Blakeman

Objectives: Through participation in this workshop, attendees will be able to:

1. Describe how veterinary educators contribute to graduate employability within their institutional context.
2. Critically evaluate alignment between educator perspectives and existing professional or employability frameworks.
3. Identify practical strategies to enhance development of non-technical employability skills within undergraduate veterinary curricula.
4. Make meaningful contributions to a collaborative research project in veterinary graduate employability.

Introduction: Graduate employability has become an increasingly prominent focus within veterinary education, with substantial work examining employer expectations, graduate preparedness, and student skill development (1-3). Frameworks such as VetSet2Go (4) and the RCVS Day One Competences (5) help to articulate the capabilities associated with successful transition to practice, particularly emphasising non clinical skills such as communication, teamwork, resilience, and reflective practice.

Comparatively little attention has been paid to the perspectives of veterinary educators themselves. Educators play a pivotal role in shaping how employability is conceptualised, embedded, taught, and assessed within curricula, yet their experiences, assumptions, and constraints remain underexplored.

This workshop addresses this gap by creating a structured space for veterinary educators to reflect on and share their understandings of graduate employability, the realities of embedding employability within veterinary curricula, and the tensions they experience between professional expectations, accreditation requirements, institutional structures, and student needs.

Workshop summary: This interactive 60 min workshop will use facilitated small group activities and whole group discussion.

Participants will:

1. Engage with a summary of existing employability frameworks and literature to establish shared context.
2. Work in small groups to discuss structured prompts focused on:
 - a. Educator roles and responsibilities.
 - b. Areas of alignment and gaps, between educator activities and professional/employer expectations of graduate employability.
 - c. Practical approaches to teaching and assessing employability skills.
3. Contribute ideas via shared digital tools, worksheets and group discussions.

Target audience: Veterinary educators, clinical teachers, curriculum designers, educational leaders, and researchers with an interest in graduate outcomes, curriculum development, and professional skills education.

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Short Communications - EIPC - Session 3

The effect of standardized training on assessor perception and scoring of entrustable professional activities (EPA's) in the clinical year of a curriculum-based veterinary medical program

Dr Missy Matusicky¹, Dr Alison Gardner¹, Dr Emma Read, Dr Emily Feyes, Dr John Mark Reddish, Sean McCready

¹The Ohio State University College of Veterinary Medicine, Columbus, United States

Introduction and aims: During each clinical-year rotation, formative student assessments related to Entrustable Professional Activity (EPA) were captured, with a student performing at least one per rotation. However, although students are expected to become more independent (achieve a higher entrustment score) as the year progressed, high mean entrustment scale scores from the EPAs have been historically recorded across the year, with minimal variation. This prospective study evaluated entrustment scale scoring trends from a single clinical year as assigned by house officers (HO) with standardized EPA assessment training versus those who remained untrained.

Materials and methods: In the fall semester 2025, HO were incentivized to attend a one-hour EPA training session during which the purpose of EPAs and examples of meaningful feedback were provided. All EPAs that were observed and reported for the veterinary student class of 2026 were then reviewed from the point of training forward in Spring 2026. The entrustment scoring of the EPAs was reviewed as follows: a) from those observed by HO compared to those observed by staff/faculty; b) from those observed by trained HO compared to untrained HO; and c) from those observed by trained HO compared to their untrained selves.

Results: Since grader training occurred, 150 different individuals (trained HO and untrained other) observed EPAs and rated students. The resultant entrustment scores were categorized between two HO populations (trained vs untrained) and analyzed using a Mann-Whitney test. Additionally, entrustment scores assigned by trained HO were compared to scores from the same group 6-months prior to their training (same student cohort, earlier in the clinical year). Trained HO assessors scored student performance on EPAs slightly but statistically significantly lower than untrained. Additionally, trained HO scored lower than they had previously, that is, before training.

Discussion: While data collection is ongoing with a completion date of August 2026, initial findings suggest that formal training lowers assessor scores. Further investigation will focus on review of narrative comments and frequency of rater training to ultimately determine if assessor training more accurately captures student scores, and if it improves quality of feedback.

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Development and application of global rating scales to be used alongside checklists for Veterinary Nursing OSCE assessment

Lucy Evans¹, Emily Chapman-Waterhouse¹, Linzi Nuttall¹, Susan Howarth¹

¹Harper Adams University, Newport, UK

Background: OSCEs assess student performance utilising dichotomous checklist (CL) or global rating scales (GRS). GRS allow for differentiation of student ability, thus are considered superior for skills-based assessment. A mixed approach of CL and GRS may differentiate ability of students and assist examiners determining global score (GS).

Aims: Does addition of GRS within current CL allow greater range in overall scores, differentiation in student ability and assist examiners determining GS?

Methods: Development of detailed GRS based on current examiner guidance and expert opinion was incorporated into current CL for final year student veterinary nurse OSCEs. Examiners were interviewed to ascertain opinion and experience of using GRS.

Results: CL showed a significant difference between very poor and borderline students ($p < 0.001$), GRS showed significant differences between very poor and borderline, borderline and pass, pass and outstanding students indicating better distinction between GS when GRS was used. Examiners noted GRS provided clarity on student expectations and aided in determining GS.

Conclusion: Inclusion of GRS may help to differentiate ability when completing clinical skills, further research is required to confirm these findings. Examiners found detailed GRS a positive inclusion to the current CL format, encouraging its development in future OSCE assessments at the authors institution.

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Standard Setting the final year mini CEX assessment with practice preceptors at Surrey Vet School

Dr Sian Rosser¹, Dr Bianca Dare¹

¹University of Surrey, Guildford, UK

Introduction: A mini CEX is a short, structured, observed clinical encounter with a trained assessor providing immediate feedback using a detailed rubric. The purpose of this session was to standard set with the clinicians teaching Surrey final year vet students to increase their confidence in marking and assessing student competency, to familiarise with the marking rubric and improve awareness of common cognitive biases and how to mitigate for these. This session involved small animal clinicians.

Summary of work completed: A teaching session was employed reminding preceptors about the purpose and structure of the mini CEX assessment and how to apply the rubric accurately to a range of student performance levels.

Academic staff and preceptors viewed recorded mock consultations (featuring Surrey staff) and independently scored performances using the standardised rubric. Scores were compared and discussed. Preceptors were encouraged to reflect on their assessment behaviour and to develop strategies for consistent decision making.

A Likert scale of agreement with the following factors was employed before and after the teaching intervention.

- Confidence assessing student performance
- Confidence using rubric
- Awareness of biases

Additionally, information was requested regarding how preceptors selected clinical cases for the assessment and how manageable they found allocating time to complete the assessment.

Evaluation, outcomes and impact: Images – see PPP

Confidence assessing student performance significantly improved after the teaching intervention.

Confidence using the rubric strengthened from moderate agreement to strong agreement.

The session proved effective in raising awareness of assessment bias.

This suggests the training would impact positively on use of this work-place based assessment to develop student performance on rotation.

Discussion: It became clear that the rubric could be improved for use in emergency clinic settings using a triage approach to clinical assessment and work on this will ensue.

This training was designed to be deliverable at conference but also local practice level so that ongoing educational CPD and quality assurance requirements can be met.

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Exploring the Relationship Between Written Clinical Reasoning and Consultation Based OSCE Performance Across Species Areas in a Veterinary Curriculum

Dr Jenny Williams¹

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Introduction and aims: Clinical curricula commonly use both written case based assessments and consultation style OSCEs to evaluate veterinary students' readiness for practice. These modalities assess different but complementary elements of competence: written assessments emphasise structured clinical reasoning, whereas OSCEs assess real time communication, verbal reasoning and situational acumen. This study examined the alignment between performance in a written End of Year Open Resource Exam (EOYORE) and species specific OSCEs (Small Animal, Equine, Farm/Public Health), with the aim of evaluating constructive alignment and identifying opportunities for targeted student support.

Materials and methods: Ninety students who completed both the EOYORE and species specific OSCE consultations were included. Spearman's rank order correlations were calculated between EOYORE scores and OSCE marks and OSCE mean global ratings (GRs), with analyses conducted separately by species area.

Results: Small Animal consultations showed statistically significant correlations between EOYORE performance and both OSCE marks and GRs ($p = 0.00376-0.0119$). Equine consultations demonstrated stronger and highly significant correlations ($p = 0.00037-0.00216$), indicating closer alignment between written reasoning and verbal/organisational consultation skills in this context. In contrast, Farm/Public Health correlations were negligible and non significant for both OSCE marks and GRs ($p = 0.371-0.54$), suggesting that written reasoning does not predict consultation performance in this area.

Discussion: The pattern of results indicates species specific variation in the transfer of written reasoning to real time consultation performance. The relationships in Small Animal and Equine suggest alignment between structured written reasoning and the articulation of verbal clinical reasoning. Consequently, lower EOYORE performance may help flag students who could benefit from earlier support in verbalising reasoning and structuring consultations ahead of high stakes OSCEs. Conversely, the absence of significant relationships in Farm/Public Health underscores the highly contextual nature of farm based consultations. This highlights the need for earlier and more explicit scaffolding of contextualised farm practice competencies.

Overall, the findings show complementary strengths across assessment modalities and provide guidance for curriculum design and targeted student support during the clinical phase.

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Short Communications - DI - Session 3

Real-world uses of Artificial Intelligence (AI): Working with Industry to incorporate AI into case-based learning (CBL)

Dr Sophie McGill¹, Elizabeth Bennett¹, Lindsey Gould¹

¹University of Bristol, Bristol, UK

Introduction: The world of veterinary medicine is changing rapidly with integration of artificial intelligence (AI) across expanding areas of telemedicine, diagnostic medicine, veterinary databases and practice management systems (1, 2). This field may continue to evolve, following advances in human medicine (3). Additionally, owners and farmers may have access to AI powered services. Keeping curricula up to date with this field can be challenging, however ensuring that graduates are prepared to both utilise and critique AI outputs is critical (4, 5).

Summary of work completed: The authors collaborated with industry to create an authentic digital small animal CBL case using examples from artificial intelligence diagnostic equipment.

Evaluation, outcomes and impact: By incorporating AI into case-based learning (CBL), the information students gather will be dynamic and keep pace with the field. Working with industry can allow an authentic experience for students as they work through a case to prepare them for practice.

Discussion : Enhancing digital learning resources by collaborating with industry in CBL will be discussed, along with methods for integrating discussion and debate around the benefits and limitations of AI in veterinary medicine.

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Generative Artificial Intelligence and Environmental Awareness in Veterinary Education: A Student Perspective

Dr Javier Benito Ortiz¹

¹University of Edinburgh, Edinburgh, UK

Introduction: Generative Artificial Intelligence (GenAI) is increasingly embedded within veterinary education, enhancing engagement and academic support. As adoption expands, responsible implementation must extend beyond academic integrity to include environmental accountability. Although sustainability is a core professional responsibility in veterinary medicine, the environmental costs of digital technologies, particularly GenAI, are rarely addressed within curricula. GenAI systems require substantial energy, water and material resources, raising important questions about environmentally responsible digital practice. This study aimed to explore undergraduate veterinary students' awareness and understanding of the environmental impacts of GenAI, examine whether sustainability considerations influence behaviour, and identify curriculum-level opportunities to embed digital environmental literacy.

Methods: A cross-sectional mixed-methods study was conducted following institutional ethical approval. An anonymous online questionnaire was distributed to Year 2 and Year 4 veterinary students (n=68). Closed-response items examined awareness, understanding, attitudes, and self-reported behaviours relating to GenAI and sustainability. Quantitative data were analysed descriptively, and open-text responses were analysed using inductive thematic analysis.

Results: Most respondents (79.4%) reported awareness that GenAI has environmental impacts; however, mean confidence in understanding was low-to-moderate (2.51/5), suggesting limited conceptual depth. Thematic analysis identified four principal domains: water use (n=52 mentions), energy consumption (n=43), broader environmental and social externalities (n=21), and limited awareness or uncertainty (n=13). Despite awareness, behavioural change was limited, demonstrating an intention-behaviour gap. However, 91.2% agreed that environmental costs should be considered in educational AI use, and 86.8% indicated that increased awareness could influence future decision-making. Qualitative responses included explicit calls for structured teaching and clearer institutional guidance.

Discussion: Findings reveal a clear curriculum gap between sustainability principles and digital practice. Students demonstrate normative commitment to environmental responsibility but lack the conceptual depth and institutional scaffolding needed to translate awareness into behaviour. This suggests that digital environmental sustainability should

be embedded longitudinally within professionalism, ethics, and technology-enhanced learning rather than addressed implicitly. Integrating evidence-based discussion of AI's lifecycle impacts, structured reflection on digital decision-making, and institutional guidance on responsible use may support alignment between values and practice. Addressing the environmental dimensions of emerging technologies is therefore integral to teaching for a sustainable future and preparing environmentally accountable veterinary graduates.



DI Posters - Session 3

“Help Safi Choose the Right Microscope”: Gamified, Authentic, Digital Learning to Enhance Veterinary Microscopy Teaching

Dr Safi Lathori¹, **Reg Icli**¹

¹Harper & Keele Veterinary School

Introduction: Understanding microscopy is a foundational skill for veterinary science, yet traditional teaching materials often lack interactivity and real-world relevance. Evidence shows that game-based learning (GBL) and innovative digital technologies enhance student engagement, motivation, and knowledge acquisition across higher education, including veterinary curricula^{1, 2, 3}. Integrating authentic scenarios with interactive digital design can also promote deeper learning and support students in developing research awareness and scientific reasoning. This project aimed to design a Goal-Oriented Active Learning System (GOALS) activity on “Types of Microscopes” by applying principles of digital pedagogy, gamification, and authentic research-based learning. The objective was to enhance engagement, contextual understanding, and appreciation of research processes while fostering critical thinking in Year 2 veterinary students.

Summary of work completed: An interactive digital scenario, “Help Safi Choose the Right Microscope,” was developed using Articulate Storyline 360^{5,6}. The activity was grounded in personal PhD research involving multiple microscopy techniques used to investigate oral vaccine targets in chickens. Students were first introduced to different types of microscopes and their applications. They were then placed in a role-play scenario where they acted as scientists selecting the most appropriate microscopy method for specific research questions. The resource incorporated narration, images, sound effects, scaffolded decision points, and immediate formative feedback.

Evaluation, outcomes, and impact: Approximately 62% of the cohort completed the voluntary activity. In-person feedback suggested that the resource effectively contextualised microscopy within authentic veterinary research and improved students’ confidence in understanding how scientific investigations are conducted. Students highlighted that the narrative structure, visual cues, and interactive decision-making supported their engagement and contributed to deeper conceptual understanding.

Discussion: This project demonstrates how digital innovation, gamification, and authentic research scenarios can transform microscopy teaching and encourage students to think and behave like veterinary scientists rather than passive learners. Integrating real research contexts with multimedia and game-based elements appears to enhance motivation, support critical thinking, and promote meaningful knowledge application.

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Enhancing Comprehension of Microbiology Procedures through Tactile Models

Dr Andrei Stefan¹, Dr Anca Covaci²

¹Harper & Keele Veterinary School, Keele, UK, ²Foundation Year Centre, Faculty of Natural Sciences, Keele, UK

In higher education, science disciplines rely heavily on visual representations and practical applications, presenting unique challenges for student comprehension. The integration of 3D models, both physical and digital, shifts the learning experience from passive absorption to active spatial understanding, serving as a vital bridge between abstract theory and tangible reality.

In the applied life sciences, conceptualising experimental results like streak plating and antibiotic sensitivity tests can be difficult without strong visual-spatial cues. Traditional teaching materials, such as standard protocols and 2D diagrams, can be inherently exclusionary for students who struggle to connect abstract concepts to concrete laboratory outcomes.

To address this, we employed 3D printing technology to transform visual and abstract microbiology procedures into tactile models. This involved the design and 3D printing of agar plate models that represented the following: the streaking pattern; isolated colonies; and antibiotic sensitivity test results, where the sensitivity effect was simulated using various depth levels in the surface geometry.

These tactile models allow students to preview plate preparation and interpret results independently before entering the teaching laboratory. By handling physical models, learners engage in kinesthetic study, which stimulates stronger memory links and develops technical muscle memory. This approach provides a low-stakes environment for students to build confidence and procedural proficiency before they are required to handle live and hazardous specimens.

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Digital Transformation Through Workflow Automation

Mark Henderson¹

¹Harper & Keele Veterinary School, Newcastle-Under-Lyme, UK

Using Workflow Automation to Support Digital Transformation

Introduction: Digital innovation in veterinary education is often associated with new teaching technologies. However, much of the complexity of running a veterinary programme sits behind the scenes. Within a distributed, dual-site school, increasing administrative demands, reliance on email-based processes, and growing cross-team dependencies were creating inefficiencies and reducing clarity around responsibilities. This work explored how workflow automation could support wider digital transformation by strengthening the operational systems that underpin teaching, clinical skills delivery, staff development and programme administration.

Summary of work completed: We undertook a structured review of key workflows across the school, including assessment processes, clinical skills and laboratory booking systems, placement coordination, CPD requests, talent management processes, onboarding and leaver workflows, and internal task allocation. Each process was mapped and simplified before any automation was introduced. Using Microsoft 365 tools, we developed a connected set of automated workflows to standardise requests, centralise task management, trigger notifications, improve transparency, and reduce reliance on individual inbox management. The focus was on building systems that were clear, sustainable and maintainable within a small Digital Education & Innovation team.

Evaluation, outcomes and impact: Impact was evaluated through stakeholder feedback and reflection on workflow activity before and after implementation. Observed outcomes included clearer allocation of responsibilities, improved visibility of workload across teams, greater consistency in handling bookings and requests, and reduced duplication of effort. Automation also released capacity within the DEI team, supporting a shift from reactive troubleshooting towards more proactive and strategic development work.

Discussion: This work highlights that digital transformation extends beyond front-facing learning technologies. Strengthening operational infrastructure can enhance resilience, transparency and staff experience across a veterinary programme. Key lessons included simplifying processes before automating them, maintaining documentation, and ensuring shared ownership. The ePoster will share practical insights for institutions considering workflow automation as part of their digital transformation journey.

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Idea exchange: Educating students on the use of AI in radiography interpretation

Dr Georgina Catlow-Lowrie¹

¹University of Surrey, Guildford, UK

Knowledge/ Idea exchange: Educating students on the use of AI in radiography interpretation

AI use in human radiography is on the increase and new systems are being used more commercially in veterinary medicine. We need to consider that when our students graduate that the use of AI in veterinary radiography is going to be more prevalent. In order to understand what we need to educate our students on a literature review was conducted to assess what is available and currently in use as well as its limitations and possible future. Research into some of the major providers of veterinary radiology AI interpretation software was also conducted.

Most imaging AI tools are convolutional neural networks which are a type of deep learning model. There are several options for training AI tools, so students need to be aware of these and which ones provide the most accurate evaluations. In the limited studies available comparing AI tools to human radiologists accuracy of the tools seems to be high. AI is better at identifying variations from normal than abnormalities but cannot provide differential diagnoses or clinical interpretations.

The research did identify some limitations which needed to be considered and highlighted to students. Notably there is currently limited research and small data sets on which to train the systems. Interpretation is highly dependent on image quality and may struggle with anatomical differences between breeds. In human medicine there is a regulatory body that governs the use of AI in radiology interpretation but there is none in veterinary medicine – we need to consider the impact of misdiagnoses, GDPR and data privacy.

This research shows it important to teach students about use of AI in radiography as it is already being used and only likely to grow in prevalence however it does not replace human interpretation. Students must recognise how these AI systems are trained and their limitations.

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A New Dimension in Food Safety at the Abattoir: Photogrammetry based 3D Cards

Dr Carlo Bianco¹, Dr Samuel Hailes¹, **Dr Adina Constantin¹**, Dr Sebastian Mignaca², Dr Amelia Garcia Ara¹

¹School of Veterinary Medicine and Science, University of Nottingham, UK, ²Pathology Division - Department of Agriculture, Food and the Marine, Celbridge, Ireland, Celbridge, Ireland

In the recent years, many phone-based apps producing photogrammetry-based animations have been developed. In our duties at the Vet School we often use photogrammetry for teaching, diagnostic and research purposes. The animations can be quickly obtained and easily shared via a link or a QR code. The aim of this poster is to present the possible advantages and limitations of adopting photogrammetry in Veterinary Public Health (VPH) teaching and for the routine duties of abattoir officials.

A selection of animations of common post-mortem rejections from slaughterhouses, together with samples obtained from post-mortem diagnostics, were reviewed (total= 85 animations). The photogrammetry-based animations were acquired using a conventional smartphone and the Polycam® app. Potential advantages and limitations were presented, reviewed and analysed. This assessment was informed by the combined experience of the authors in abattoir practice and surveillance pathology, as well as in research, teaching, and diagnostic activities.

The positive impacts of photogrammetry include: i) increased engagement and immersivity, ii) greater accuracy, iii) improved mentoring and collaboration opportunities, and iv) possible shared access to the archived digital material. Among the limitations, should be mentioned: i) lack of technology literacy, ii) possible network connectivity issues, and iii) reluctance to change. A reasonable approach could begin by using photogrammetry animations for training abattoir officials and students through creating learning resources (3D cards) of the common conditions for rejection detected on the line, to complement the 2D images traditionally used. The simplicity of photogrammetry represents itself one of its greatest strengths and parallels the transformative impact of the digital photography revolution two decades ago. Furthermore, its use would be favoured by the “Z generation” students and younger professionals naturally attuned to digital environments.

In conclusion, photogrammetry shows potential to serve both as an engaging educational strategy and as a practical support tool for routine food safety and abattoir inspection activities. Its use may help prepare veterinary students and future veterinary public health professionals for a rapidly evolving, technology-driven sector. As inspection practices are expected to increasingly incorporate artificial intelligence (“AIinspection”) and potentially augmented inspection approaches, photogrammetry aligns well with these emerging developments in the field.

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Thursday: 13:00 - 14:00

Masterclass - Theory-Informed Experiential Learning Design: Principles and Practice of the CAKE Framework

Theory-Informed Experiential Learning Design: Principles and Practice of the CAKE Framework

Dr Rebecca Archer¹

¹University of Calgary Faculty of Veterinary Medicine, Calgary, Canada

Objectives (SMART): By the end of this 45-minute masterclass, participants will be able to:

1. Explain how key learning theories (e.g., experiential learning, self-regulated learning, cognitive load theory, and motivation theory) inform the design of experiential learning in veterinary education.
2. Describe the core principles underpinning the CAKE (Creating Active Knowledge Experiences) framework and how these translate theory into practical design guidance.
3. Analyse an experiential learning activity using CAKE principles to identify opportunities to strengthen learner autonomy, engagement, and professional identity formation.
4. Identify one theory-informed strategy they can implement to enhance experiential learning within their own teaching context.

Summary of workshop: Experiential learning is foundational to veterinary education and central to competency-based veterinary education. However, experiential learning activities are frequently designed intuitively rather than intentionally informed by educational theory. As veterinary programs expand and increasingly rely on simulation, clinical skills laboratories, and distributed clinical learning environments, educators need practical approaches that translate educational theory into effective experiential learning design.

This masterclass introduces the CAKE framework (Creating Active Knowledge Experiences), a theory-informed model designed to support the intentional design of experiential learning opportunities in health professions education. CAKE integrates principles from experiential, cognitive, motivational, sociocultural, affective, and developmental perspectives on learning to support learner development.

Participants will explore the theoretical foundations underpinning the framework and examine how these theories inform key design principles for effective experiential learning. Through illustrative examples drawn from veterinary clinical skills training and simulation-based education, participants will see how CAKE operationalizes theory into practical guidance for designing learning activities.

Participants will briefly apply CAKE prompts to analyze an experiential learning activity from their own teaching context and identify opportunities to strengthen learner empowerment and engagement.

Method of Delivery: Short interactive presentation, guided framework walkthrough, and facilitated peer discussion with application prompts.

Target Audience / Prerequisite Skills: Veterinary educators, clinical instructors, simulation faculty, and curriculum leaders interested in strengthening experiential learning design. No prior training in educational theory is required.

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Workshop - From Entrustment to Identity: Building Autonomous Veterinary Professionals

From Entrustment to Identity: Building Autonomous Veterinary Professionals

Dr Karen Boudreaux¹, Dr Munashe Chigerwe¹

¹University of California Davis School of Veterinary Medicine, Davis, United States

SMART Objectives: By the end of this 60-minute workshop, the participant will

- Differentiate three phases of self-regulated learning (forethought, performance, reflection) and two components of professional identity formation within the framework of competency-based veterinary education, as evidenced by concept-mapping and polling activity.
- Describe three specific curricular or clinical strategies that promote learner autonomy and optimize personal performance.
- Analyze one learning activity using a self-regulated learning framework, identifying the phase(s) of SRL supported and one gap in autonomy scaffolding.
- Design one feasible, context-specific intervention to enhance learner autonomy and professional identity formation, including clear implementation steps.
- Articulate two measurable indicators (behavioral, performance-based, or reflective) that could be used to evaluate the impact of their proposed strategy, documented in their implementation plan.

Introduction: Competency-based veterinary education requires more than technical proficiency; it demands learners who can self-regulate, adapt to changing circumstances, engage in reflective practice, and sustain performance in complex professional environments. Autonomy and self-regulated learning (SRL), however, do not develop automatically and must be intentionally cultivated through thoughtful curricular design and instructional practice. This workshop responds to the growing need for structured approaches that prepare learners not only to demonstrate competence, but to manage their own learning and professional growth across diverse clinical contexts.

Workshop summary: This interactive 60-minute workshop provides veterinary educators with practical, evidence-informed strategies to foster learner self-regulation, scaffold autonomy longitudinally across the curriculum, optimize individual performance, and support professional identity formation (PIF) within competency-based frameworks. Grounded in contemporary scholarship on SRL, learner agency, entrustment, and identity development, the session connects theory to actionable teaching practices applicable to both pre-clinical and clinical settings.

The workshop begins with a brief framing of common challenges in developing autonomous, reflective learners. Participants are introduced to the phases of self-regulated learning and the concept of structured autonomy in professional identity formation. Through small-group discussions and case-based application exercises, attendees analyze authentic educational scenarios and identify opportunities to strengthen autonomy scaffolding and reflective practice. The session concludes with an individual action-planning activity in which participants design a feasible intervention and identify measurable indicators of impact within their own educational context.

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ES - Posters - Session 4

From School to Clinic: Understanding Veterinary Students' Learning Preferences, Career Intentions, and Experiential Application – A Cross-Sectional Study

Dr Abdelkhalek Samy

¹Harper & Keele Veterinary School, Keele, England

Introduction and aims: Effective curriculum design in veterinary education requires an understanding of how students learn, the career pathways they aspire to, and the extent to which they apply developing clinical skills in authentic contexts. This study aimed to (1) map students' learning-preference patterns across BVetMS cohorts, (2) explore associations between learning styles, species and career sector interests, and (3) evaluate the extent to which students apply taught knowledge with own animals in their care.

Materials and methods: A cross-sectional questionnaire of 27 veterinary undergraduates (Years 1–5) captured learning preferences, career intentions, species interests, and experiences applying course content with personal animals. Responses were analysed descriptively, with multi-selection fields parsed into frequency distributions. Findings were synthesised to support CBVE-aligned curriculum design and identify common patterns and implications for experiential, authentic assessment design.

Results: Participants included Year 1 (n=5), Year 2 (n=7), Year 3 (n=7), Year 4 (n=6), and Year 5 (n=2) students. Learning preferences were predominantly visual (77.8%), followed by reading/writing (63%), kinesthetic (55.6%), and auditory (22.2%). Career aspirations centred on small-animal practice (70.4%), with mixed (37%) and farm/production animal practice (37%) also prominent. Species preferences were strongest for dogs (74.1%), cats (66.7%), and cattle (40.7%). A majority (81.5%) owned animals, and 85.2% had applied course learning directly; most commonly through clinical examination, monitoring health parameters, animal handling, and applying welfare-related decision-making.

Discussion: The findings highlight a visually predominant, multisensory learner profile and strong orientation toward small animal careers. High levels of experiential application with personal animals indicate valuable opportunities for authentic, practice-based learning and assessment. These insights support curriculum designs that emphasise experiential cycles, direct observation, reflective tasks, and personalised skills development. Future work will explore links between learning behaviours, sector preferences, and competency attainment.

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Structured Clinical Integration to Develop Non-Technical Skills in Veterinary Students in an Academic Equine Hospital

Camila Gómez¹, **Felipe Corrêa**¹

¹Equine Clinic, Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences, Tartu, Estonia

Introduction: Successful veterinary practice requires not only technical competence but also strong non-technical skills, including communication, teamwork, organization and professional responsibility. In academic hospitals, these competencies are essential to ensure patient safety and effective workflow. However, without structured preparation, students often remain passive observers during clinical placements, limiting both their educational development and their contribution to patient care. This initiative aimed to facilitate early and structured integration of students into authentic clinical workflows to promote essential non-technical skills while supporting hospital efficiency during high-demand periods.

Summary of work completed: The programme included final-year students undertaking clinical rotations and volunteer students from earlier academic years. Junior students, despite limited clinical knowledge, participated through a structured pre-clinical induction delivered by senior veterinarians. Training focused on equine neonatology and included hands-on instruction in neonatal examination, safe handling and restraint of foals, assisted feeding techniques, and recognition of critical parameters. Students were also introduced to consultation flow, task organization, material preparation and the rationale behind diagnostic testing in neonatal intensive care. Final-year students engaged in clinical reasoning and case discussions, while junior students supported patient handling, preparation, and logistical coordination within supervised roles.

Evaluation, outcomes and impact: Structured induction improved coordination during busy periods, reducing delays in admissions and clarifying task distribution. Students developed confidence, teamwork and situational awareness in time-sensitive contexts. Peer-to-peer guidance emerged organically, reinforcing collaborative learning and professional ownership.

Discussion: Early, structured clinical integration enhances both educational and institutional outcomes. By defining roles and providing graduated responsibility, students transition from passive observation to active participation while maintaining patient safety. Exposure to real clinical pressures fosters professional identity formation and accountability. This model aligns educational objectives with service demands, particularly during predictable seasonal peaks. Future implementation could incorporate formal assessment tools to objectively measure competency development and workflow impact, further strengthening the evidence for structured integration in veterinary clinical education.

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Routh J, Paramasivam SJ, Cockcroft P, et al. Stakeholder perspectives on veterinary student preparedness for workplace clinical training – a qualitative study. BMC Veterinary Research. 2022;18:340
van Gelderen I, Taylor R. Developing communication competency in the veterinary curriculum. Animals (Basel). 2023;13(23):3668



Empowering Veterinary Students Through Integrated Clinical, Research and Outreach Engagement at the EMÜ Equine Clinic

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Introduction: Supporting veterinary students in developing autonomy, self-regulation, and professional identity requires meaningful engagement beyond traditional curricular structures. At the Estonian University of Life Sciences (EMÜ) Equine Clinic, an organically evolving approach has gradually integrated motivated students into clinical practice, applied research, and public outreach activities. Although not initially designed as a formal educational model, this expanding initiative reflects principles of competency-based education and personalised mentoring.

Summary of work completed: Over recent years, a small group of students has been progressively involved in supervised clinical activities with increasing responsibility, supported by simulation-based preparation and structured feedback. In parallel, interested students have contributed to research projects, case reports, and scientific presentations, strengthening analytical and evidence-based reasoning skills. Participation in public engagement initiatives—including educational events and professional communication platforms—has further enabled students to develop leadership, teamwork, and science communication competencies. The initiative continues to expand as interest grows among students and faculty.

Evaluation, outcomes and impact: Participating students report increased confidence, stronger self-directed learning behaviours, and enhanced professional identity formation. Engagement across clinical, research, and outreach domains appears to foster resilience, reflective capacity, and clearer postgraduate career aspirations. Faculty observations suggest improved non-technical skills, including communication, accountability, and collaborative decision-making.

Discussion: Even without a rigid formal framework, gradually integrating students into authentic professional activities across multiple domains can meaningfully empower learners. The EMÜ Equine Clinic experience illustrates how incremental, mentorship-driven opportunities can help students realise their potential and transition more confidently into advanced clinical or academic pathways.

References:

Bok HGJ. Competency-based veterinary education: an integrative approach to learning and assessment in the clinical workplace. Perspectives on Medical Education. 2015;4(2):86–89.



Empowering Veterinary Students Through Student-Led Initiatives: The Development of Hyraco at EMÜ Equine Clinic

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¹Equine Clinic, Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences, Tartu, Estonia

Introduction: To address the global shortage of equine veterinarians, the community must focus on key challenges: improving the perception of the field and providing more opportunities for practical learning. Today's students benefit from environments that promote self-regulated learning and professional identity development. In 2023, veterinary students at the Estonian University of Life Sciences established Hyraco, an equine veterinary student association dedicated to increasing interest in equine medicine, fostering community, and creating practical learning opportunities across all study years. Hyraco collaborates closely with the Equine Clinic to engage students in clinical, educational, and professional activities.

Summary of work completed: Founded by students from multiple study years, Hyraco strives to make equine veterinary medicine more accessible. Motivated by the goal of reshaping perceptions of the equine world and promoting diversity in the field, the association offers online and in-person lectures by international professionals, hands-on practical sessions, social events, and volunteer opportunities at the EMÜ Equine Clinic, all promoted through social media. Hyraco emphasizes the development of non-technical skills—cooperation, communication, and reflective practice—to complement the formal academic program. Annual initiatives include the Equine Welfare Month, combining classroom instruction with experiential learning, and participation in international student conferences in collaboration with partner universities.

Evaluation, outcomes, and impact: By connecting academic theory with practical application, Hyraco has effectively engaged students. Participants report increased confidence, enhanced clinical skills, improved professional communication, and greater motivation to pursue equine-related clinical experiences. The association's activities also expand students' understanding of modern equine practice and foster networking among peers and professionals through expert-led lectures and collaborative events.

Discussion: In just three years, Hyraco demonstrates how student-driven initiatives, supported by faculty mentorship and clinical collaboration, can empower learners to take ownership of their professional development. By aligning student interests with experiential learning and public outreach, Hyraco promotes early professional identity formation. Its success highlights the critical role of extracurricular activities in fostering independence, resilience, and readiness for careers in equine veterinary practice.

References:

Itai I. Levy et al. On the Relationship between a Student Association's Endeavors to Foster a Social–Academic Climate on Campus, Students' Self-Efficacy, and Academic Motivation. *Education Sciences*. 2022.

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Short Communications - EIPC - Session 4

What sets Emergency and Critical Care apart from routine day practice? The predominant themes identified by final year veterinary students reflecting on their Intramural Rotation

Dr Jennifer Porter¹, Dr Giulia Beraud¹

¹University of Surrey, Guildford, UK

Introduction: As part of the evolution of the Surrey curriculum in 2024, a specific Emergency and Critical Care (ECC) rotation was introduced into the Intra-Mural Rotations year at the University of Surrey. This is a 2-week rotation with dedicated out-of-hours providers, designed to eliminate the previous inconsistencies in case exposure seen when students were expected to take part in on-call rotas in their small animal general practice rotations.

As part of the IMR written portfolio, students are required to write a 200-300 word reflection on their time in ECC and how the rotation has enabled them to understand the principles of this type of practice and how it compares to small animal, first opinion day practice. This aligns with the primary Learning Outcomes for this rotation which were designed in collaboration with clinicians with extensive general and ECC practice experience. Students are asked to consider points such as specific skills, caseload, team structure and roles, individual and team challenges and career opportunities.

Our main aim is to identify what students perceive to be the main differences and therefore to assess the alignment of the rotation experience with it's Learning Outcomes, in terms of both clinical and human factors, as this was previously unconfirmed.

Methods: Students submitted their reflections and were able to opt into the research project as per the ethics process. 73 reflections were submitted for thematic analysis allowing identification of the most common themes students discussed when reflecting on their experience in ECC.

Results and Discussion: Initial findings show that the themes raised most commonly by students do align with the expectations of the rotation leads and creators, with the most predominant themes being that of unpredictability, necessity for team collaboration, utilisation of expertise across the team, the appreciation of financial constraints and the importance of a supportive, team culture. Further analysis, alongside the establishment of conclusions and impact are currently underway. The authors look forward the opportunity to share the completed project with VetEd delegates in July.

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Primary Care Clinical Rotations Are Associated with Shifts in Senior Veterinary Students' Perceptions of Scope, Complexity, and Career Alignment

Dr Alison Meindl¹, Dr Rachael Kreisler², Dr Danielle Scott¹

¹Colorado State University, Fort Collins, United States, ²Midwestern University, Glendale, United States

Introduction and aims: The study objective was to evaluate changes in senior veterinary students' perceptions of companion animal primary care and career preferences following a primary care clinical rotation.

Materials and methods: A multi-institutional survey was administered to veterinary students at 10 U.S. colleges of veterinary medicine before and after a companion animal primary care rotation between January 2024 and July 2025. Survey items were organized into six conceptually defined perception groupings. Changes in perception scores and agreement with a career goal were analyzed using linear mixed-effects models with random intercepts for student and school. Career preferences were assessed using ordinal rankings of eight career paths, and free-text responses were reviewed descriptively to identify recurring themes.

Results: A total of 442 students completed the pre-rotation survey, and 83 had a paired post-rotation survey. Post-rotation, modest but statistically significant increases were observed in perceptions of clinical complexity and intellectual engagement ($\beta = 0.13$, 95% CI 0.01–0.26) and scope and holistic practice ($\beta = 0.09$, 95% CI 0.00–0.18). Agreement that companion animal primary care was a career goal also increased ($\beta = 0.21$, 95% CI 0.07–0.36). School-

level clustering accounted for little variance, while student-level clustering was substantial. Companion animal practice was the only career path for which the median rank improved. Free-text responses reflected greater appreciation of the breadth, complexity, and intellectual demands of primary care following the rotation.

Discussion: Overall, primary care rotations were associated with small but consistent shifts toward more informed and favorable perceptions of companion animal primary care. These findings suggest that primary care rotations primarily deepen students' understanding of the breadth and complexity of primary care practice and supports increased emphasis on immersive primary care and contextualized care experiences during veterinary school.



Sharing Our Experiences of an Immersive Calving Simulation

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Introduction: Veterinary graduates are expected to manage farm animal emergencies e.g. calvings, in high-pressure and unpredictable environments (BCVA, n.d., RCVS 2022). There is evidence that simulation improves student competence and confidence for farm animal clinical skills, including bovine obstetrics (Orr et al., 2025). Immersive simulation places participants within a highly realistic, interactive environment, allowing them to experience complexity while maintaining a safe learning space. When combined with a structured de-brief, it enables learners to reflect on events (Pollock et al., 2024). We aim to share our experiences of delivering an immersive calving simulation to predominantly final-year veterinary students.

Summary of work completed: A commercially available calving simulator was installed in a farm animal shed to replicate an authentic on-farm setting and on-call veterinary vehicle, fully stocked with appropriate equipment was positioned nearby. An actor portrayed the farmer, and one student (with previous simulator experience) volunteered to manage a 15-minute calving scenario, with no staff intervention. Cameras and microphones live-streamed the scenario to a separate room, where fellow students and staff observed. Thereafter, a 30-minute de-brief was facilitated by staff, focusing on clinical reasoning, communication and emotional responses. Student feedback was collected from 2024, for three years.

Evaluation, outcomes and impact: Preliminary analysis of feedback demonstrated an overwhelmingly positive response. Students reported the immersive nature of the scenario enhanced realism and emotional engagement, while the structured de-brief was consistently identified as the most valuable component for learning. Discussion of triumphs and challenges supported reflective practice and helped contextualise clinical decision-making. Challenges included technical issues with camera and audio, limited opportunities for all students to act as the veterinarian and the need for flexibility in adapting the de-brief to variable scenario outcomes.

Discussion: Both staff and students felt that immersive simulation effectively prepared students for managing calving emergencies. This approach enhanced engagement and depth of discussion beyond traditional simulation formats. Further evaluation is required to optimise technical set-up, determine appropriate group sizes, and explore differences in learning outcomes between active participants and observers. We encourage other veterinary schools to consider adopting immersive simulation to support authentic, reflective learning in veterinary education.



Educating the Veterinary Prescriber: Promoting Critical Thinking and Regulatory Literacy in Medicines Use

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Introduction: Veterinary medical treatments are changing. New types of products are becoming available (e.g. monoclonal antibodies) and more medicines are being used long term to treat chronic diseases in cats and dogs. When a new veterinary medicinal product comes to market, vets have to decide whether to use it, where it fits in with existing treatment options, or if it should replace what they currently use. And it is now more important than ever that they can explain to clients the advantages, disadvantages and uncertainties about the available treatment options.

Summary of work completed: Since 2012 (through veterinaryprescriber.org), I have been critically appraising information on veterinary medicines and gaining an understanding of the regulatory and practical aspects of veterinary medicines use in the UK. I have been able to observe how the prescribing environment of vets compares with that of doctors, based on my previous experience, as a pharmacist and medicines information specialist, in human healthcare.

Evaluation, Outcomes and Impact: These are my observations:

- Vets work in a challenging environment. They are not as well supported with independent information on medicines as are doctors. There isn't even a comprehensive source of information that shows vets all available medicinal (and relevant non-medicinal products) on the market.
- Information about veterinary medicines comes from diverse sources (including authorised product literature, regulatory reports, formulary recommendations, clinical opinion and promotional campaigns). Vets need to know the strengths and weaknesses and be able to integrate information from these.
- There is a lack of comparative information on treatments.
- There is a potent commercial influence on medicines information. Our work on scrutinising promotional claims for veterinary medicines (AdVet) shows that companies often exaggerate the therapeutic effects and understate the adverse effects of products.
- There seems to be a poor understanding of veterinary medicines regulation, including the prescribing cascade, and associated uncertainty about the legality of prescribing unlicensed medicines.

Discussion: My aim is to stimulate a conversation about how veterinary undergraduates are educated about medicines and how best to promote critical thinking about medicines and foster confidence and independence in prescribing decisions.

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Workshop - Context within veterinary practice; what does it mean?

Context within veterinary practice; what does it mean?

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Objectives:

- Consider what 'contextual competence' may mean within veterinary professionals.
- Exploration of contextual competence and its importance within veterinary education.
- Identify opinions about context in veterinary education, and the contexts in which veterinary professionals operate.

Introduction: Veterinary graduates are expected to interact with dynamic situations, responding to novel challenges, and communicating complex information effectively. However, although the medical literature considers the ability to apply concepts to differing contexts as key to competent medics, veterinary literature is yet to consider context in any depth. A recent development is the contextualised care model, which encourages veterinarians to reflect on factors which may affect care and offer treatment options appropriate to the patient and caregiver (Skipper et al., 2021). Identifying the skills required by veterinary professionals to offer contextualised care effectively has been subject to little study thus far. RCVS Knowledge (2025) has however identified that the veterinary curriculum should include application of knowledge to different contexts, and making decisions in conditions of uncertainty, in order to achieve contextualised care.

Medical education recognises that ability to apply knowledge, skills and attitude to differing contexts is a key construct, and developed the term 'contextual competence' (Teunissen et al., 2021). Contexts may include clinical settings and patient factors, whilst some literature focuses on factors impacting the individual student. There is little reference to contextual competence within the veterinary literature, however the concepts of adaptability, dealing with complex situations and contextual factors influencing clinical decisions, are similarly recognised as key challenges to the veterinarian (Petrovski & Kirkwood, 2025). Identifying contexts relevant to veterinary practice is foundational to understanding how contextual competence can be established, therefore this workshop seeks to apply the concept to veterinary education.

Structure:

- Intro 15mins, Context: An introduction to the concept. What does contextual competence mean to veterinary education?
- Activity 1. Identifying veterinary contexts. 15mins. 2. What does 'contextual competence' mean? Define the construct. 15mins
- Reflection 10mins

Target Audience: Veterinary educators with an interest in developing graduates able to practise in a variety of contexts. Reference is primarily to veterinary education, however concepts translate to veterinary nursing

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Short Communications - DI - Session 4

The Value of Three-Dimensional Technology in Veterinary Education: Insights from the INSPIRE Summer Project – A Student Perspective.

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Student engagement a formidable topic remains a hurdle for any teaching institute; used as a measure of ability in the provision of a high pedagogy standard.

Learning styles are vastly researched and debated, but, individualisation (the complex interplay of biology, environment, and provider teaching style/interpretation of classroom needs) amount to a different experiences for each student. It is clear learning preferences prove to be a complex fluid interplay of individual requirements and disposition.

Within a classroom it would be easy to categorise/generalise a group's needs, belittling individual variation within a cohort. It proves difficult to capture all types of learning in all styles/preference, making cohort accommodation difficult. Students may opt to learn away from the classroom in an attempt to personalise their learning environment. Provision of alternate accessible materials within the classroom through 3D technology (digital and kinetic) may not only improve engagement but also physical attendance. Opening a host of opportunities both in synergy or stand alone within teaching environments. 3D (three-dimensional) material can be created inhouse; data from photogrammetry, IR (Infrared) capture and CT (Computed Tomography) can be utilised enabling a number of expressions: digitalisation, anatomy printing (kinetic visualisation/technique practice), species representations and access outside of a controlled laboratory session. Aims: workflow refinement, optimisation and creation of accessible learning material for Harper Keele School for future student surveying.

Summary: Photogrammetry was used to capture 5 planes of dissection. Output creation: three samples of outputs were prepared from the data. An additional CT data was extracted in preparation for kinetic model production.

Results: Samples showcasing different representations: cut, spotlight and colour cues of outputs were rendered in preparation for surveying.

Evaluation: The outputs present opportunity for different learners accessibility offering the potential to improve engagement.

Discussion: 3D anatomy presentation compared to two-dimensional has shown higher learning outcomes – although preference should still be considered. The provision of synergistic learning modalities provides opportunity for avenues to suit the individual within a cohort setting. Further project exploration into student preference is required and output adaptation within a flipped classroom model would be ideal for output assessment of learning outcome and engagement.

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Digital simulated environments for enhancing physical and psychological learning environments

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The Digital Education Unit is a creative multidisciplinary team embedded in the centre of the R(D)SVS community developing digital solutions with a distinctive approach to educational enhancement, including a legacy delivering holistic online university experiences. The expertise reaches well beyond current applications and current resources have ways of solving problems that we are not currently addressing in curriculum delivery.

Virtually simulated learning environments have been shown to enhance students' knowledge, retention and satisfaction. This is supported by our own experience of developing the Virtual Slaughterhouse Simulation (Seguino et al 2014), and its current iteration, an interactive, 3D model and teaching tool which supports student psychological safety through familiarisation with the physical spaces and processes and promotes their engagement and discussion around this

challenging area (Spendelow, 2025). Building on this pedagogical learning, together with our online community development, where we endeavour to create a sense of belonging to the campus and form connection between our global student audience and our campus based communities, we identified an opportunity to address challenges of preparing students for immersive simulation training, a highly-valued teaching modality used for developing professional and clinical skills. With limited curriculum time, maximising students' learning experience is a priority, however students have limited prior experience of this mode of learning or the physical simulation environment, and thus in-class pre-briefings are focused on building understanding and orientation. We created an interactive digital model representing the simulation room (click-to-view) to provide a 'walk-through' the space and exploration of equipment in advance of the class. This approach embeds cross-curriculum teaching strategies which support diversity of individual and learning styles.

We will seek user input to identify areas for improvement through a pilot, and students' confidence in and familiarity with immersive simulation and the impact of the digital model on their preparedness, will be evaluated.

We have demonstrated applications for virtual 3D environments in contrasting areas of curriculum and our next project is to build a virtual physic garden resource, incorporating learning themes including pharmacology, sustainability, one health and wellbeing. We welcome opportunities to collaborate with colleagues to create shared resources.

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Virtual reality transforms echocardiology and 3D anatomy education for veterinary students – an Action Research project

Dr Caroline Taylor¹

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Introduction and aims: This study explored the use of virtual reality (VR) as a teaching tool for echocardiology in veterinary education. As VR becomes more prominent in medical training, the project aimed to support the principles of the 3Rs (Replace, Reduce, Refine) by reducing reliance on live animals while maintaining high-quality practical learning. The objective was to evaluate whether a VR dog simulator provided a realistic and beneficial learning experience for veterinary students.

Materials and methods: A trial was conducted during scheduled practical sessions using a Meta headset and the Deepscope VR application. Following participation, students completed a quantitative post-session survey assessing the experience compared to other teaching methods. A smaller group later completed a qualitative follow-up questionnaire to explore themes in more depth using an Action Research approach.

Results: Several key benefits were showed. Students reported improved understanding of three-dimensional cardiac anatomy, particularly through real-time visualisation of ultrasound "slices" and moving valves. The VR environment created a safe, low-pressure setting in which students could practice ultrasound skills, make mistakes, and collaborate without risk to live animals. The inclusion of pathological models enhanced learning beyond what is possible with healthy teaching animals. Some challenges were noted, including occasional motion sickness; this was mitigated by using a seated setup with a lifelike dog model to provide haptic feedback.

Discussion: The study demonstrated positive learning effects among fourth-year veterinary students at Harper Keele Veterinary School. While students value working with live animals, VR offered additional practice opportunities and scalability for larger cohorts. It also allowed simulation of pathology without cadavers or ultrasound machines, increasing flexibility and reducing time pressure in practical classes.

The authors conclude that VR has significant potential to transform veterinary education, particularly in understanding cardiac anatomy and disease. Future developments include headset-free options to improve accessibility, expansion of clinical case scenarios, repeatable simulations, and potential integration into competency assessments, especially for emergency ultrasound scenarios without requiring animal models.

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Guiding the gaze: feedback based on viewing behaviour as a tool to improve self-efficacy and accuracy in veterinary students assessing equine lameness.

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Equine lameness assessment is an essential skill for veterinarians. However, teaching students to assess lameness in horses is challenging. The aim of this study was to investigate the effect of expert feedback based on viewing behaviour on the self-efficacy and accuracy of veterinary students' lameness assessments. We hypothesized that students receiving expert feedback report higher levels of self-efficacy and that their accuracy in lameness assessment would improve more compared to students who do not receive feedback.

Fifty master-level veterinary students participated in this study, divided equally into a feedback and control group. Both groups completed a pre- and post-test consisting of the assessment of ten videos of trotting horses (accuracy measured by 1 point per correctly assessed video) and reporting on their self-efficacy (scale 0-100) before and after each test. After the pretest both groups underwent an intervention of assessing the lameness of three horses in trot on a straight line three times while wearing an eye-tracker. After each trot-up the students were shown the video of their viewing behaviour. Additionally, the feedback group received feedback on their viewing behaviour.

The results are preliminary, as such, the dataset is complete but formal analysis is not. Therefore, only descriptive statistics are presented as means $\pm$ standard deviations. The mean self-efficacy prior to the pretest was 40.0 ± 17.9 points in the control group and 35.7 ± 15.4 in the feedback group. These scores decreased for both groups after the pretest to 27.2 ± 15.8 and 26.3 ± 15.9 respectively. Before the post-test, the mean self-efficacy score increased again to 36.1 ± 16.7 and 35.6 ± 16.2 and remained relatively stable at 37.7 ± 17.5 and 37.6 ± 16.3 . In the control group, mean accuracy scores increased marginally from 5.0 ± 1.6 points to 5.4 ± 1.7 points (for pre- and post-test, respectively). In contrast, the experimental group demonstrated a larger improvement with mean accuracy scores increasing from 4.60 ± 2.0 points to 5.96 ± 1.7 points.

Pending statistical confirmation, the most salient observations were the dip in self-efficacy scores after the pretest with subsequent recovery to the original level, and the better accuracy of lameness scoring in the experimental group.

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Workshop - Beyond Prompting: Teaching Veterinary Students to Critically Appraise Generative AI

Beyond Prompting: Teaching Veterinary Students to Critically Appraise Generative AI

Dr Adele Williams-Xavier^{1,2}

¹Ai-wx Ltd, St Austell, UK, ²CoVet, San Fransisco, UDA

Objectives (SMART): By the end of this 60-minute workshop, participants will be able to:

- Run a structured “Human vs AI” comparison activity using a single clinical case and two AI sources (a general LLM and a domain tool).
- Use a short appraisal rubric to identify at least three differences between outputs (accuracy, reasoning quality, safety/uncertainty, and evidencing).
- Draft one assessment prompt that requires students to submit a critique + verification trail, not just an AI-assisted answer.

Introduction: Students will use generative AI whether we plan for it or not. A practical way to build critical thinking is to teach them to compare outputs, articulate what’s missing or risky, and demonstrate verification. This workshop provides a repeatable activity educators can plug into teaching and assessment with minimal setup.

Summary of workshop (structure):

- 0–10 min: Quick framing + introduce a single veterinary case and the appraisal rubric.
- 10–25 min: Participants review a human-generated reference response (short), then compare it to two AI outputs: one from a general-purpose LLM and one produced in a structured veterinary workflow environment (e.g., CoVet) to illustrate how different tools shape reasoning and presentation.
- 25–45 min: Small-group scoring: apply the rubric, flag strengths/risks, and list verification steps (what you’d check, where, and why).
- 45–55 min: Turn it into assessment: participants adapt a prompt/rubric for their own context (OSCE written station, case log, or take-home task).
- 55–60 min: Share-out and take-home pack (rubric + prompt templates).

Target audience: Veterinary educators teaching clinical reasoning, communication, or assessment. No AI expertise required.

Additional info: Max 30–36 delegates; projector + Wi-Fi; participants bring a device; templates provided.

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Short Communications - ES - Session 5

Incivility training through immersive simulations – Empowering students through building awareness and development of management strategies.

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Introduction: Incivility is defined as “low-intensity deviant behaviour with ambiguous intent to harm the target”¹. Evidence shows that veterinary staff are at risk of experiencing incivility, with varying impacts across job roles and incivility sources² and in the human medical field we find that less experienced healthcare professionals have greater exposure to incivility³. The same is likely to be true in the veterinary profession – this, in combination with evidence that client incivility is a significant predictor of increased anxiety, burnout and stress⁴, led to a desire to better prepare graduates for incivility in practice.

Summary of work completed: The benefits of immersive simulation in undergraduate non-clinical skill development have been well established^{5,6}. Considering this, as part of the final year ‘Clinical Performance and Patient Safety’ rotation, an immersive simulation was developed aiming to empower students to identify and manage incivilities in practice. In small groups, they first participated in discussions exploring the topic of incivility. This included recognising incivility and identifying techniques for management², both in the moment and after the event. Following this, students participated in simulations, rooted in real life-clinical scenarios with embedded ‘Simulated Clients’ (SC’s). Students worked individually, whilst observed by their peers, and participated in a structured debrief after each scenario. This was led by a trained facilitator and focused on the impacts of the incivility experienced or observed by the students.

Evaluation, outcome and impact: Feedback from students, gathered via end of rotation feedback forms, was overwhelmingly positive. Themes included the session providing a ‘unique opportunity to practice these skills’, being ‘valuable to learning’ and increased confidence development. Negative themes included repetition of scenarios and variability in SC incivility level. Limitations highlighted by staff around student group size and timetabling constraints will potentially become more problematic with increasing cohort sizes.

Discussion: For veterinary undergraduates to have exposure to incivility training through immersive simulation is a relatively unique approach and the anecdotal evidence of the benefit of this exposure is encouraging. This drives the requirement for further research to be developed in this area within the school in the future.

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Coping with death – verbalising emotions regarding euthanasia and grief

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Introduction: In Sweden, as in other countries, issues with stress and mental illness have arisen among veterinarians and veterinary students, in some studies this has been linked to the practice of euthanasia and emotional stress.

Summary of work: In the curriculum launched in 2017, there was no explicit focus on psychosocial issues. However, it became increasingly evident that it needed to be addressed. This resulted in implementation of a stream on “professional approach” in the curriculum.

When students were asked about relevant content in this stream, they asked for more discussions regarding euthanasia, especially how to communicate a sad message to an owner and how to take care of one’s own feelings. During the clinical rotations, students experience several occasions where euthanasia is discussed with the owner in different clinical situations. However, there was no space in the curriculum for sharing one’s own thoughts and feelings in order for the students to reflect on their own well-being in those situations.

Thus, since 2020, during the last year of the clinical rotations, we have initiated and implemented discussions regarding euthanasia. One with focus on one’s own feelings and one focusing on owners’ and pets’ reactions.

Moreover, as veterinarians/veterinary students we also often at the same time are pet-owners and thus have our own experiences of these sad situations from the owner’s point of view. Thus, we have worked deliberately to make the surroundings for the discussions as safe and permissive as possible, so the students dare to raise and share sensitive issues. This includes a deliberate dialogic classroom communication, including factors as group size, co-teaching, seat arrangements and “Swedish fika”.

Evaluation & Discussion: Student feedback has been very positive, both orally in connection with the discussions and in course and program evaluations. The attendance is high, even though it is not mandatory, which we think is due both to the relevance of topics discussed and the format of the discussion. This strengthens our belief that these types of discussions are a valuable part of the veterinary program and supports the student’s professional development and self-efficacy.



Safe Practice, Smart Practice: Making practice safer for patients, and the practice team.

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Introduction: Second victim syndrome is well recognised in human healthcare, is linked to patient safety and is increasingly relevant in veterinary practice.

Significant event reporting and systems-based, reflective practice forms the basis of continuous quality improvement at the QVSH, Cambridge. Human, patient and systems factors contributing to patient outcomes, client care and colleague wellbeing are reviewed monthly. Students participating in rotation teaching at the Hospital were largely unaware of the processes until inclusion into curricular teaching in 2024/5.

Summary: Drawing on prior clinical knowledge, EMS and previous communication skills teaching, this interactive, small group teaching was delivered to 65 students entering final year. It explores how systems and human factors contribute to care delivery, team communication, continuous quality improvement, application of systematic approaches to adverse events, colleague wellbeing and Just Culture.

A session overview, short reading list and pre/post-session questionnaires were provided. A didact segment introduced a systematic approach to event reporting with integrating polling to share and collate resources. In four smaller groups students worked with clinical scenarios to identify factors contributing to patient or client care and colleague wellbeing

before discussion in a facilitated plenary. A closing didactic segment covered second victim syndrome, identification of non-clinical resources, group and personal reflection.

Evaluation, outcomes and impact: Entering practice: Pre-session, 86% (42/49) students felt concerned about errors in practice. Post session 64% (32/50). Pre-session, 61% (30/49) students knew who to approach about a colleague's work. Post-session 90% (45/50). Pre-session, 47% (23/49) students felt confident handling microaggressions. Post-session 86% (43/50).

Just Culture: Pre-session, 96% (47/49) of students had no prior knowledge. Post-session, 98% (49/50) of students identified its importance for colleague wellbeing/patient safety.

Second victim syndrome: Pre-session, 73% (36/49) had no prior knowledge. Post-session, 94% (47/50) stated knowledge gained would encourage them to seek support.

Discussion: Medical errors are regarded as inevitable in complex health care systems yet fear of error can change attitudes to practice and long-term career fulfilment. This session empowers students, enables non-technical skills and promotes self-awareness and professional identity formation, promoting future contributions to safety culture through understanding how continuous quality improvement impacts patient care and colleague wellbeing.



Enhancing Self-Regulated Learning and Promoting Metacognition in First-Year Veterinary Students Through Structured Questions

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Introduction: Self-regulated learning (SRL) is an iterative, cyclical process in which learners engage in planning, learning, assessment, and adjustment. Central to SRL is metacognition, the awareness and regulation of one's cognitive strategies. Developing these skills is critical as veterinary students transition into a rigorous professional curriculum, yet they are often not explicitly taught in content-intensive foundational courses.

Summary of work Completed: The intervention was implemented in a first-year gross veterinary anatomy course that combined asynchronous lectures with four-hour weekly canine dissection laboratories. To scaffold engagement with the full SRL cycle, structured prompts aligned with its phases were embedded into laboratory instruction.

Prior to each dissection, students completed three planning questions focused on anticipated challenges, strategy selection, and goal-setting. Following each laboratory, students completed four reflection questions addressing goal attainment, challenges encountered, strengths, and specific plans for improvement. Weekly submission through the learning management system ensured consistent and deliberate engagement with SRL processes across the semester.

Evaluation, outcomes and impact: Metacognitive development was evaluated using a revised 5-point Likert version of the 52-item Metacognitive Awareness Inventory (MAI), which measures knowledge of cognition and regulation of cognition across eight subdomains. Pre- and post-course comparisons demonstrated statistically significant gains across all subdomains. The largest increases were observed in comprehension monitoring, evaluation, and procedural knowledge, suggesting improved strategy use and reflective practice. Gains in information management strategies were comparatively smaller, identifying an area for future instructional focus.

Discussion: This pilot demonstrates that structured, SRL-aligned questioning can produce measurable gains in metacognitive awareness within a single semester. Embedding explicit metacognitive scaffolds into course design is a practical, scalable approach that supports the development of reflective, adaptive, and self-directed learners prepared for lifelong learning in veterinary medicine.



Workshop - Promoting a ‘growth-mindset culture’ for workplace-based assessment of veterinary students

Promoting a ‘growth-mindset culture’ for workplace-based assessment of veterinary students

Emma Robertson¹, Dr Mike Cathcart

¹Harper And Keele Veterinary School, Keele / Newport, UK

Objectives: By the end of this workshop, attendees should be able to:

- Articulate how a culture of ‘growth mindset’ can be beneficial to their competency development in vet students.
- Discuss factors affecting engagement of students with ‘assessment for learning’.
- Formulate strategies to promote ‘growth mindset’ in students.

Introduction: Veterinary students are often academic high-achievers and research suggests such learners may see their areas for growth and development as indicators of personal failure. This presents challenges for veterinary educators adopting a competency-based education approach to teaching and assessment.

In 2024, Harper & Keele Vet School implemented a competency-based assessment strategy for clinical rotations, utilising a framework of Entrustable Professional Activities (EPAs). Students requested evaluation and feedback on performance of an EPA if an opportunity arose. They were required to log a minimum number of evaluations above a specified competency threshold for each EPA. Analysis of the EPA attainment data for the first cohort suggests some students stop engaging with the assessments once the minimum requirement was attained. However, this was not the case for all students, with many requesting additional evaluations beyond the minimum requirement. This may reflect a growth mindset in these students, viewing assessment and feedback in a variety of clinical settings as beneficial to their development.

As many veterinary institutions are moving towards competency-based strategies for workplace-based assessment, it is likely that similar barriers and facilitators are experienced by educators. Therefore, the discussing and sharing of ideas for how best to foster a culture of ‘assessment for learning’ as our programmes evolve will benefit the competency development of veterinary graduates of the future.

Summary of workshop: The speaker will briefly present some data gathered from workplace-based assessment at their institution. There will then be small group discussion centring on the barriers and facilitators to fostering of a growth mindset culture, and actions can be taken to improve this as part of a competency-based approach. Key points will be inputted onto a digital whiteboard and then discussed by the whole group towards the end of the session.

Target Audience: Those involved with encouraging feedback-seeking behaviour in students or those implementing a strategy of low-stakes workplace assessment.



ES - Posters - Session 5

Empowering students during the One Health-One Welfare rotation: expectations dynamics

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Introduction: The One Health (OH) and One Welfare (OW) approaches aim to sustainably optimize and balance the health and welfare of humans, animals and ecosystems and represent core veterinary practice. At the University of Nottingham School of Veterinary Medicine and Science (SVMS), students explore OH and OW implementation strategies during their final year OHOW core rotation. This Veterinary Public Health-focused rotation interrelates resilience, ethics and evidence-based veterinary science, concluding with student presentations on two topics linked to the learning outcomes, which enhances communication skills.

Summary of work completed: Previous work by the authors showed the rotation is successful in developing students' OH and OW awareness, but more could be done to emphasize the environmental component. Therefore, the One Welfare Learning (OWL) train the trainer course®, has been embedded into this rotation since November 2025. Students are asked to explore the course and include two slides in their final presentations to relate their topic to OW, OH and the United Nations Sustainability Development Goals.

The aim of this project was to see if this change increases students' environmental awareness while exploring students' rotation expectations and main learning experiences. Two similar online surveys were distributed to all students in the current academic year (n=51 students) on the first and last day of the rotation. Both surveys asked students to name the first five words that come to mind when thinking of OH and OW. Students were also asked to express their learning expectations on day one and name the most interesting learning experience at the end of the rotation. The first survey was completed by 40 students, and 31 students completed the second survey.

Outcomes and impact: Despite the limited sample, outcomes suggest a positive impact of the OWL course in highlighting the environmental aspect. Expectations revolved mainly around legislation, and most students found meat production the most interesting part.

Discussion: These results may be used to inform new and existing sessions in the OHOW rotation to empower students in their future careers, to implement OH and OW approaches and improve animal health and welfare, human wellbeing and the environment.



Bringing One Health to Life: An Interactive Veterinary Public Health & Zoonoses Seminar for Austrian Final-Year Students

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Introduction: Using an integrated approach to include veterinary, human and wildlife health, the Centre for Veterinary Public Health & One Health worked together with the Research and Teaching Extension for Alpine Ruminant Medicine to develop a seminar focusing on the health of both animals and people in Austria.

Summary of work: Final year veterinary students attend interactive seminars in a small group as part of their elective clinical rotation on ruminant medicine in the Austrian Alps. Following short impulse lectures from VPH experts, students are asked to present in pairs on relevant zoonotic diseases (such as bovine tuberculosis, Echinococcus multilocularis, tularaemia, brucellosis, West Nile virus). Students are also encouraged to suggest zoonoses they have encountered in practice. Using the flipped classroom method, background information on the prevalence of these diseases in Austria, as well as scientific papers, are provided in advance to allow students to become “experts” in their chosen disease. Students are asked to particularly focus on the zoonotic aspects of the diseases and include details of human patients, as well as disease prevention in both humans and animals.

In the final part of the seminar, jigsaw groups are implemented to design posters to explain the zoonotic diseases to laypeople, the general public and farmers. Each jigsaw group contains one “expert” on the disease and two other students who presented different topics. Using the jigsaw method encourages the “expert” student to use their knowledge to effectively teach their peers about the disease, while the “non-experts” can provide input on how to clearly inform laypeople about the specific disease.

Evaluation, outcomes and impact: Students enjoyed the interactive aspect of the seminar and created simple but effective posters to communicate how other vets, farmers and the general public can protect themselves from zoonotic diseases. Both the flipped classroom and the jigsaw group method allowed the students to take control of their own learning and focus on their interests.

Discussion: The use of innovative and interactive teaching methods brings the abstract subjects of VPH to life. Given the importance of VPH, it is essential to motivate our young veterinarians in this area.

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Individualized Learning Curves in Bovine Female Reproductive Tract Examination

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Introduction and Aims: Individual student clinical skill assessment and feedback remains challenging. Standardized assessments (e.g. Objective Structured Clinical Examinations) are more objective but often involve observing components of clinical skills in non-work-based settings. Assessments during clinical placements (e.g. Workplace-Based Assessment) provide assessment over time within the workplace but can be subjective based on rater, clinical case, and/or clinical context (Hecker et al., 2012). The learning curve cumulative summation method (LC-CUSUM) was designed to track individual learner performance over time (Biau and Porcher, 2010). Previous work in veterinary medicine (Campbell et al., 2014) assessed learning curves of six non-veterinary undergraduate students placing intravenous catheters using a canine forelimb simulator. The aim of this study was to use the LC-CUSUM to investigate veterinary student individual learning curves. The clinical skill chosen was examination of the bovine female reproductive tract.

Materials and methods: This research project was approved by the University of Saskatchewan (USASK) Behavioural Research Ethics Board (ID: 5804) and the USASK Animal Research Ethics Board (ID: ANI 20230064). The study included students (n = 73) enrolled in the third year of the veterinary medicine degree at USASK. All participants took part in existing laboratory sessions (1 hour/session) designed to teach transrectal examination of the bovine female reproductive tract. These sessions involved a combination of abattoir-sourced bovine female reproductive tracts (5/10 sessions) and live animals (all 10 sessions). Students self-reported prior experience in each skill and their findings on examination of live animals. All cows were also examined by a board-certified theriogenologist using transrectal palpation and ultrasound. Student findings were assessed following each session. Students performed the skill successfully if they correctly identified the structures, and the location and size of reproductive tract structures. This research is in progress and will be completed before May 30, 2026.

Results and Discussion: Results will be used to track the proportion of students that progress towards competency during the course, whether prior experience affects time to competence, and whether learning curves can be used to identify students that need additional support. This work could have implications for curriculum design and student support strategies.

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A Scoping Review on the Relationship between Assessment Programs and Self-Regulated Learning in Health Professions Education

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Self-regulated learning (SRL) describes the cognitive, metacognitive, motivational, and behavioral processes through which learners actively plan, monitor, and evaluate their learning (Panadero, 2017; Hadwin et al., 2017). In health professions education (HPE), SRL is particularly vital given the dynamic nature of clinical practice and the need for ongoing competence, and lifelong learning capabilities (Sitzmann & Ely, 2011). Concurrently, assessment systems have evolved from isolated high-stakes examinations toward integrated, longitudinal assessment programs, such as competency-based education and programmatic assessment. These program-level assessment systems emphasize, among other features, continuous feedback, coaching, and holistic evaluation of learner competence (van der Vleuten et al., 2012; Heeneman et al., 2015). They are designed not only to assess students and measure competence but also to actively support learning and professional development. Although assessment programs have been theoretically linked to and empirically examined in relation to SRL (Andrade & Brookhart, 2016), the existing evidence within HPE research remains fragmented. This scoping review therefore aims to map and synthesize the empirical literature examining the relationship between assessment programs and SRL in HPE.

This scoping review followed the Arksey and O'Malley framework and PRISMA-ScR guidelines (Arksey & O'Malley, 2005; Levac et al., 2010). Searches were conducted in PubMed, EMBASE, Web of Science, ERIC, and Scopus without date restrictions. After deduplication, 415 records underwent title-abstract screening and 108 full-text reviews using Covidence. Empirical studies investigating SRL and structured assessment program contexts in HPE were included, resulting in 24 eligible studies. Data extraction was conducted using a standardized charting template capturing study characteristics, assessment program features, and key findings. Data extraction has been completed by the first author, and verification by co-authors is currently ongoing to ensure consistency and accuracy prior to synthesis.

This scoping review will provide a comprehensive overview of the relationship between assessment programs and self-regulated learning in health professions education. Given the lack of comprehensive synthesis in this area, this scoping review provides an important foundation for understanding how self-regulated learning and assessment programs are examined in health professions education and supports future research and assessment development.

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Student Perspectives of Decolonising the Curriculum

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Intro and aims: Following worldwide campaigns, attention has focused on the western-centric nature of curricula. Many students have advocated for the representation of the perspectives of marginalised groups (NUS, 2015). However, how students understand and support decolonising is understudied in non-activist students. This study examines the role of UK university students' ideological beliefs about meritocracy, social dominance, and distributive justice, in their support for decolonising the curriculum.

Method: Two studies were conducted with university students to investigate whether belief in meritocracy, social dominance orientation (SDO), and distributive justice principles influence support for decolonising the curriculum.

- Study 1 (n = 122) measured descriptive meritocracy, SDO, equity principles, and support for decolonisation.
- Study 2 (n = 138) replicated these variables and extended the analysis by including equality/need-based distributive justice principles.
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The University of Blinded Ethics Committee granted ethical clearance (FHMS 21-22 202 EGA). The survey was hosted on Qualtrics (2017) and advertised via the University of Blinded participant pooling system. In both studies, participants completed validated scales presented in randomised order, followed by demographic questions and debriefing.

Results and discussion: In study 1 (n = 122), we found higher meritocratic beliefs about university and social dominance orientation significantly predicted less support for decolonising the curriculum. Study 2 (n = 138) replicated the findings

from Study 1, in addition, we found greater endorsement of equality/need principles of distributive justice significantly predicted higher support for decolonising the curriculum. In general, both studies indicated that students were generally in favour of decolonising the curriculum. However, both studies found that students who believed that the system of higher education was meritocratic and those who had a higher SDO were less likely to support decolonising the curriculum. Study 2 additionally found that some distributive justice endorsements (equality/need) were related to support for decolonising the curriculum. That the first two findings were replicated across both studies demonstrates that the effects of meritocracy and SDO are consistent in students' support for decolonising the curriculum.

These findings provide novel insight into the role of ideological beliefs in students' attitudes toward decolonising the curriculum.



Workshop - Developing Low-Cost Silicone Feline Spay Model

Developing Low-Cost Silicone Feline Spay Model

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Introduction: Following a review of the existing low-cost feline spay model used at Harper Keele Vet School, I was tasked with enhancing its design. The original model, which relied on fabric and balloons, has been redeveloped into a reusable system incorporating a silicone reproductive tract, intestines, ligaments, and layered tissue structures (skin, fat, and muscle).

Summary of work completed: The updated model enables students to practise essential surgical skills, including making incisions, performing ligations, and suturing. A reusable mould allows multiple silicone reproductive tracts to be produced and attached to internal hooks within the model. The silicone components can be safely ligated, and the inclusion of a broad ligament and intestines provides further anatomical realism. Lubricant is applied to allow the use of a spay hook during the procedure.

The model is housed in a small tray covered by a section of guttering pipe. A small opening accommodates the silicone “flesh layer,” where students make their incision. This flesh layer is produced in large sheets composed of three silicone types representing the dermis, subcutaneous fat, and muscle. These sheets can be repositioned to allow repeated practice at different incision sites. An artificial cat tail is included for orientation.

Future development will involve replacing the guttering and tray with a fully 3D-printed body form.

Workshop Overview

- The workshop will cover:
- An explanation of the model and its components
- How silicone moulds are created
- Demonstrations of the different silicone types used

Examples of related silicone training models, including two suture pads (basic and moulded) and silicone wound models

Target Audience: Clinical Skills Staff

Maximum Participants: 30



Workshop - The Contextualised Care Roadmap – recommendations for education

The Contextualised Care Roadmap – recommendations for education

Dr Sally Everitt¹

¹RCVS Knowledge, London, UK

Objectives (SMART): Participants will apply the BRAN framework (Benefits, Risks, Alternatives, and Nothing) to the three recommendations for education from the contextualised care roadmap and identify at least one specific teaching strategy to support the teaching of contextualised care.

Introduction: In 2025 RCVS Knowledge published a roadmap for contextualised care which included the recommendation that the knowledge and skills needed to practise contextualised care should be more explicitly embedded in education and training for all team members, in both academic and workplace-based learning environments.

Summary of workshop (content and structure): This workshop will be an opportunity to discuss three specific areas of action

- Ensuring that a spectrum of evidence-based options is explicitly included, together with teaching on how diagnostic and treatment pathways can be adapted to individual circumstances.
- Embedding people and communication skills as a key component into all training.
- Teaching vet and vet nurse students how to apply knowledge in a contextualised way and make decisions under conditions of uncertainty.
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There will be a brief introduction to the RCVS Knowledge roadmap for contextualised care and the research on which it was based, followed by discussions on the three areas of action using a BRAN analysis (Benefits, Risks, Alternatives, and the option of doing Nothing) allowing participants to consider how these recommendations could be taken forward in their own workplace. The feedback from this workshop will help to inform the further work of RCVS Knowledge in this area.

Target Audience: Anyone with an interest in embedding contextualised care in veterinary education



Short Communications - DI - Session 5

Learning Management Systems for the Documentation of Clinical Educator and Veterinary Student Training: Using Canvas™ as an Example

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Introduction: The clinical year of veterinary education presents distinct challenges for information access, assessment, and student feedback. Compounding these challenges is the increasing reliance on external clinical partners, as students spend a portion of their final year in diverse, non-university practices. While essential for experiential learning, the degree to which these practitioners receive formal training on effective student supervision, skill assessment, and accurate reporting of clinical competencies remains largely unexamined. Universities frequently use a Learning Management System (LMS) during preclinical years, but the incorporation of LMS platforms into the clinical year is more challenging. Canvas™ is a LMS platform that has the flexibility and strength to manage the organization of the student clinical year program and be used to document clinical partner training.

Summary of work completed: This presentation describes how Canvas™, an established and broadly employed LMS platform, has the functionality to manage both the organization of the student clinical year program and the documentation of clinical partner training. A Canvas™ course shell was created specifically for clinical partners that serves as a repository for training resources, links, videos, and documents.

Evaluation, outcomes, and impact: Consistency in assessment and the documentation of clinical competency across rotations is vital. In a distributed model, it is important to ensure that all clinical students are graded with a shared vision of competent performance. However, methods of assessment should fit within the context of the specific rotation. Canvas™ allows for each rotation to have a unique course ‘shell’ that contains all the information and assessments needed to assess a student’s competency. Assessments can be submitted in multiple formats and one central instructor can both review and evaluate all assignments in a rotation across the entire student cohort. This approach may help to ensure consistency in performance assessment across practices and rotations.

Discussion: In conclusion, an LMS such as Canvas™ can facilitate and document both clinical veterinary student and clinical educator assessment and training through centralized information and mobile access. Leveraging the existing capabilities of an available LMS may help to streamline software needs of veterinary programs in the clinical year.

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Digitalising EMS: Developing a Bespoke System for Streamlined Placement Management in UK Veterinary Education

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Introduction: Extra-mural studies (EMS) remain central to UK veterinary education, yet many schools rely on paper-based systems that are inefficient and difficult to maintain. The discontinuation of the RCVS-supported Student Experience Log (SEL) platform created an urgent need for a modern, scalable alternative. This project aimed to design and implement a fully digital EMS management system to enhance user experience, strengthen regulatory compliance, reduce administrative workload and support placement provider engagement.

Summary of work Completed: EMS coordinators partnered with risr/ (Fry-IT Ltd, London) to map existing workflows, identify stakeholder needs and embed updated RCVS requirements within a redesigned digital framework. A bespoke digital system with a streamlined end-to-end workflow was developed featuring:

- An individualised digital learning agreement enabling providers to confirm expectations, insurance and liability.
- A student interface supporting placement planning, communication, skills logging and structured reflection.
- Flexible provider access, allowing regular partners to create accounts while enabling simple, ad-hoc engagement for less frequent users.
- Integrated digital feedback tools, including a discreet concern-flagging mechanism that alerts EMS coordinators.

Evaluation, outcomes and impact: The system launched for the 2025–26 academic year. Although some students had anticipated an increased workload, early feedback was highly positive, citing intuitive design and streamlined digital feedback processes. Iterative refinements have resolved minor technical issues rapidly. A key outcome has been strengthened governance; individualised agreements enable verification of insurance and liability for every placement. Administrative burden has reduced substantially, with elimination of paper logbooks and manual signatures. Provider interaction with the system remains high, with only a small number of concerns raised across more than 1600 placements at the time of submission.

Discussion: Early outcomes suggest improved efficiency, compliance, oversight of student progress and accessibility of reflective tools. The project demonstrates the value of digital transformation in modernising core educational processes while maintaining provider engagement. Next steps include formal evaluation through structured surveys (Spring/Summer 2026), integration with the University’s International Engagement Office to streamline overseas EMS approvals, and development of enhanced dashboard analytics to visualise skills attainment. This system provides a scalable model for digital placement management and a foundation for sector-wide collaboration.

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LiftUpp – Review at the University of Liverpool,

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Introduction and aims: LiftUpp is an app based curriculum mapping, feedback, and assessment platform originally developed at the University of Liverpool School of Dentistry in 2009. Since then, it has been adopted across several UK dental schools and extended to disciplines such as physiotherapy, medicine, and veterinary science. The platform was introduced to final year veterinary students at the University of Liverpool in April 2021 for use during clinical rotations. This study aims to evaluate student satisfaction with LiftUpp, explore students’ and staff’s perceptions of its implementation in a summative context, and identify areas for improvement ahead of the next cohort.

Materials and methods: Data were collected in three stages.

- Stage 1 (Spring 2022–Spring 2025): End-of-rotation questionnaires were distributed to all final-year students to gather initial perceptions of LiftUpp.
- Stage 2 (Spring 2025): A second questionnaire was administered after the first six-week rotation block to capture more immediate experiences.
- Stage 3 (Autumn 2025): Three student focus groups were conducted to explore key themes that emerged from the questionnaires in greater depth. Qualitative data were analysed thematically.

Results: Five major themes were identified across the focus groups:

1. Timeliness of feedback
2. Personalised and actionable feedback
3. Inconsistency across clinicians
4. Usability and technical issues
5. Emotional impact of D/P/I indicators

These themes highlight both perceived benefits of the platform and specific challenges related to feedback reliability, assessor variability, and emotional responses to performance indicators.

Discussion and conclusions: Analysis suggests that while LiftUpp provides a structured system for capturing competency based assessment, improvements are needed in staff calibration, clarity of feedback, and user experience design. The emotional impact of performance indicators also warrants attention to support student wellbeing. Findings will inform recommendations to enhance the platform’s implementation for future cohorts.

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Harnessing Social Media for Student Engagement in Equine Clinical Education: Experiences from @emuhobusekliinik and @hyraco

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Introduction: In a world hyperconnected, visibility has become the new marker to existing. Social media has proved its efficacy to spread rapidly information and shape the face of a whole community. In veterinary medicine, visual storytelling and interactive content can bridge theoretical teaching with authentic clinical exposure, encouraging earlier and more active student participation. Since 2022, the Equine Clinic has utilized the Instagram accounts @emuhobusekliinik and @hyraco to showcase clinical cases, student involvement, procedural insights, and educational activities.

Summary of work completed: Both accounts were developed separately. One by clinicians and the second by students with a same aim: to highlight equine clinical practice and promote experiential learning opportunities. Hence, why, they decided to collaborate. Creating, spreading, tagging and reposting; content combines case-based posts, reflective narratives, short educational explanations, and interactive features such as polls and Q&A sessions. Engagement of metrics (likes, shares, comments, story interactions, ROI, reach) was monitored over a 24-month period and compared with participation rates in voluntary clinical activities. Student feedback was collected through informal surveys and focus discussions.

Evaluation, outcomes and impact: The accounts rapidly attracted followers among veterinary students and the broader equine community. Posts featuring active student participation and real clinical scenarios generated the highest engagement. Increased attendance at voluntary clinical activities was observed following targeted posts. Students reported that regular exposure to clinical cases via social media enhanced their confidence, demystified equine hospital workflows, and motivated them to seek earlier involvement in hands-on learning.

Discussion: Embraced largely by the young generation, social media operates as a portal supporting student engagement in clinical, educational, and professional activities beyond the traditional curriculum. Publishing in real-time or post-experience allows the association and clinic to bridge students and veterinarians. Students practicing at the Equine Clinic through Hyraco can be tagged, reposted, and recognized for their motivation. Serving as a relay platform for student interest is a key mission of Hyraco and the clinic. Integrating Instagram into the Equine Clinic's educational ecosystem demonstrates how social media can function as a digital engagement tool complementing formal teaching, increasing transparency, accessibility, and peer visibility.

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Workshop - Improving Outcomes & Closing Learning Gaps: Immediate AI-Driven Remediation in Veterinary Education

Improving Outcomes & Closing Learning Gaps: Immediate AI-Driven Remediation in Veterinary Education

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Objectives: By the end of this workshop, participants will be able to:

1. Analyze a sample exam/formative assessment data to identify high-priority learning gaps.
2. Generate differentiated remediation resources using generative AI that target student learning gaps.
3. Design AI-supported remediation workflows that includes an interactive delivery method and feedback-forward assessment for real-time learning issues correction.

Introduction: In the ever-evolving educational landscape, veterinary medicine education programs face the critical challenge of addressing persistent learning gaps for a portion of their student population, which is an issue that has become even more pronounced in the aftermath of COVID. Many students advanced to new academic levels throughout all of academia without acquiring the essential proficiency in key content areas, potentially impacting student performance in veterinary medicine programs and eventually clinical competency. This session provides educators with innovative strategies to leverage artificial intelligence (AI) and data-driven insights for accelerated, targeted remediation and interactive instruction. By using simple analyses of student exam performance and student responses to formative assessments, educators can pinpoint specific areas of struggle and deploy AI-powered tools to generate customized, engaging learning materials. The integration of AI with student performance analysis and interactive instructional platforms offers a powerful means to streamline content creation, deliver differentiated remediation, and foster higher-order thinking skills. This data-driven approach supports the development of clinical competence, ensuring that veterinary medicine students are well-prepared for the complexities of clinical practice. Ultimately, these strategies promote learner-centered education and contribute to sustained improvements in student outcomes across the curriculum.

Summary of workshop: Participants will work through a sequence designed for future adoption:

- 0–10 min: Orientation + readiness check
- 10–25 min: Gap-finding with data
- 25–40 min: Small groups use modern AI tools to generate differentiated remediation resources.
- 40–60 min: Participants select an interactive delivery approach and design an aligned assessment. Time will be allocated to audience questions in this block.

Target Audience: Veterinary medicine educators (pre-clinical and clinical), curriculum/assessment teams, and educational technologists/instructional designers interested in actionable AI adoption and scalable remediation systems. The workshop is tailored to participants of all AI experience levels from novice to expert.

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Short Communications - ES - Session 6

A qualitative longitudinal exploration of how university study and clinical placement experiences support student veterinary nurses' professional identity formation.

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Introduction and aims: The aim of the project was to explore the development of professional identity in student veterinary nurses (SVNs). The project focused on how insight provided by clinical placements prompted students to adapt the professional identity they modelled during their first year at university, into one that could be applied in a veterinary practice setting.

Method: A longitudinal qualitative design was used. There were three data collection points in the form of semi-structured online interviews via Microsoft Teams. The seven participants were SVNs enrolled on BSc (Hons) Veterinary Nursing or Equine Veterinary Nursing programmes. The first interviews were scheduled prior to the SVNs commencing their clinical placements, the second ones at the midpoint of the clinical placements and the final interviews were conducted after the clinical placements had been completed. The anonymised data from the interviews were transcribed and analysed using reflexive thematic analysis, through which eight themes were identified.

Results and discussion: The SVN participants had a strong sense of self, which is common in veterinary professionals. Commencing their placements prompted the SVNs to adapt their views of the values of the profession and then to also remodel their professional identities. After exposure to the clinical environment, SVNs gained an appreciation of the bond between an owner and their animals and showed an enhanced appreciation for the need for client care. Additional support could be provided to students to help them to understand the nuances of the role prior to commencing their placements; this could be facilitated through peer learning with students at later stages in their degrees.

Personal appearance is of importance in relation to professional identity. SVNs reported feelings of pride and belonging when wearing their uniforms, although some did feel awkward at first. To address the initial awkwardness, it is recommended that SVNs should be required to wear their uniforms for clinical sessions at university prior to commencing their placements. Becoming accustomed to wearing their uniforms in a familiar environment would help them to feel more confident with their appearance in a veterinary practice environment.

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Professional identity conceptions held by the veterinary students experiencing a CBL-led curriculum at Bristol Veterinary School

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Introduction aims: Professional identity formation is a dynamic and socially mediated process, shaped by curriculum, context, and community (Reissner & Armitage-Chan, 2024). This study aims to investigate the professional identity conceptions held by the veterinary students at Bristol Veterinary School with a focus on how it is informed by their experiences of case-based learning (CBL).

Materials and methods: Second-year students from the five-year BVSc programme (BVSc 2) and the four-year Accelerated Graduate Entry Programme (AGEP 2) participated in this study. Both cohorts have had experiences of small group CBL. Eight students from each cohort participated in two separate focus group meetings. The meetings were conducted by a trained researcher and lasted for 90 minutes each. Thematic analysis (Braun & Clarke, 2006) was used to generate preliminary codes, following which initial themes were derived.

Results and discussion: While both cohorts had altruistic motives and compassion for animals bringing them to the programme, BVSc 2 students seemed to be guided more by ideals and morals, whereas AGEP2 students appeared

motivated more by their future goals. Possibility of diverse career pathways, familial and social influences, positive reputation of the veterinary profession and global recognition of the veterinary programme offered by Bristol Veterinary School were among the extrinsic motivators for joining the programme. Their understanding of what it takes to be a veterinary surgeon showed appreciation of surgical and clinical reasoning skills as well as professional skills i.e. effective communication with the clients and financial management skills. They identified empathy, honesty, patience, teamwork, and the ability to admit when you don't know something as essential to the identity of a veterinary surgeon. They recognised the importance of emotional work associated with ethical decision-making, euthanasia, and the financial constraints that clients often face. There was a nuanced appreciation of resilience that is expected of veterinary surgeons as they navigate mental health concerns, work-life balance, uncertainty about employment and public image of and violence against vets. CBL contributed meaningfully to their developing sense of professional identity, particularly towards developing skills in teamwork, clinical reasoning and searching for evidence.

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Emotional Intelligence: A Missing Piece in Veterinary Education?

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¹The University of Nottingham, Nottingham, England, ²The University of Nottingham, Nottingham, England, ³The University of Nottingham, Nottingham, England

Introduction and aims: Emotional intelligence (EI) is the ability to recognise, understand, regulate and use emotions effectively in ourselves and others (1). Increasingly being recognised as an attribute vital for future veterinarians (19), EI may support the development of the RCVS day-one competencies (3)(4). This may lead to increased success (5) and employability (6) in veterinarians' careers. Despite this no studies to date have examined EI within veterinary students in UK. Of the attributes EI may enhance, communication and wellbeing appear particularly significant for veterinary students. Communication, is essential for success (7), but is a major source of stress (8)(9). Whilst, wellbeing is an existing concern for both practising (10) and student veterinarians (11)(12). Therefore, this study aims to explore Veterinary Medicine students' EI in relation to wellbeing and communication skills, addressing the gap in EI research of UK veterinary students.

Materials and methods: Validated instruments were used: the Schutte Self-Report Emotional Intelligence Test (21); Warwick-Edinburgh Mental Well-being Scale (22); and the Global Consultation Rating Scale (23). Pearson's correlation coefficients and t-tests were conducted.

Results: Data was collected from 237 students, across all year groups, and 56 Year 3 students had linked communication scores. Wellbeing was lower than the general (24) and student populations (25), while EI was average (21). Higher EI was associated with better wellbeing, aligning with previous literature. Further analyses are ongoing, with completion anticipated by June 2026.

Discussion: This studies results align with the existing, but limited research in this area, suggesting students with higher EI are better equipped to navigate the emotional demands of veterinary training. As higher EI is associated with; greater emotional competence and regulation, supporting wellbeing, resilience and coping (13); lower depression, stress and anxiety (14); and higher self-esteem and empathy (15). EI may also enhance communication and consultation success (16), as individuals with higher EI demonstrate stronger recognition of client emotions and empathy (17)(18). Overall, EI is considered a vital attribute for career performance and longevity in veterinary medicine (2) and there are multiple potential benefits of incorporating EI into the veterinary curriculum (20).

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“Why can’t you just be normal?” Veterinary students’ experiences of neurodiversity-associated microaggressions

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Introduction and aims: Microaggressions are verbal, environmental, or behavioural slights that intentionally or unintentionally communicate hostile, derogatory, or negative attitudes towards marginalised groups, including neurodivergent individuals.

Microaggressions may lead to feelings of hopelessness, exclusion, insecurity, and negative mental health outcomes, and the association of ableist microaggressions with negative mental health outcomes is greatest in those with less visible disabilities. Neurodivergent conditions are generally considered to be ‘invisible disabilities’, and neurodivergent individuals also have an increased risk of mental health conditions. Veterinary students are a population with a particularly high risk of anxiety, depression, and burnout. These factors may combine to make neurodiversity-associated microaggressions (NDAMA) especially problematic for neurodivergent veterinary students.

This study aimed to explore whether veterinary students experience or witness NDAMA in veterinary learning environments and to evaluate any reports of these occurrences.

Materials and methods: A pragmatically underpinned mixed-methods study, informed by interpretivist qualitative principles and disability/neurodiversity theoretical perspectives, was conducted. A short online survey was advertised via conference publicity, workshops, and social media between March and June 2024. This collected anonymous data, including demographic data and details of any NDAMA. Descriptive statistics were used to analyse quantitative data, and a reflexive thematic analysis framework was used to analyse qualitative data.

The study received ethical approval from the University of Cambridge’s HSS-REC, approval number 24.358.

Results: Fifty-one veterinary students completed the survey, of which 43 were neurodivergent, 6 were neurotypical, and 2 were unsure. NDAMA were witnessed or experienced by 58% of respondents, including by 3 of the 6 neurotypical students. These took place on extra-mural studies placements, clinical rotations, and within veterinary schools, and were involved owners, clients, nurses, peers, veterinarians and lecturers. Reflexive thematic analysis of the reports identified 5 core themes of ableism: Gatekeeping, Derogatory, Invalidating, Moral failure/Laziness, and Intellectual/competency-based.

Discussion: NDAMA are experienced by students in a wide range of learning environments and are perpetuated by individuals across their educational network, including their university educators. Five core themes of the forms of ableism were identified, with some overlapping concepts. Further work is required to explore the impact of these experiences on veterinary students.

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Workshop - a Model United Nations simulation for veterinary values-based development

a Model United Nations simulation for veterinary values-based development

Prof James Yeates¹

¹ Harper and Keele Veterinary School

SMART Objectives:

1. Delegates will experientially learn about a structured interactive format for a practical, time-bounded negotiation class with veterinary degree students to promote:
 - personal value reflection and assertion;
 - interpersonal communication and alignment;
 - pragmatic decision-making in real-world problems.
2. Participants will gain capacity and confidence to refine and adapt the generic and transferable format for their use in their teaching.
3. The session will gather quantitative data and reflective qualitative feedback to refine the session architecture for future dissemination and use, on: (a) suitability for programme students; (b) inclusivity; (c) replicability/transferability; (d) participant usage needs.

Introduction: This one-hour workshop presents a replicable Model United Nations-style structured negotiation session designed specifically for veterinary students.

Students need the abilities to identify, reflect upon their values and perspectives; to present valid arguments respectfully and dialectically; to openly understand other views; and to defend, align or adapt their views and arguments.

Veterinary students should be able to engage on “big picture” issues; to play a One Health role in tackling global crises and achieving global agendas, and to make pragmatic complex decisions under uncertainty.

Summary of workshop: The substantive focus of the simulation is a salient “big” animal issue (inclusively not presupposing specialist knowledge or cognitive biases).

The session architecture:

- Briefing (10 minutes): A brief introduction to the learning objectives of the model negotiation; allocation of roles and rules. Zero Draft resolution presented
- Simulation (30 minutes): Delegates assume roles as state or stakeholder representatives, engage in plenary moderated debate, and collaboratively agree a resolution
- Debrief (15 minutes): Facilitated discussion for participants to share experiences focused on (a) feasibility and (b) inclusivity; and sharing of post session reflection and feedback rubric against objectives.

Target Audience: Veterinary degree educators teaching professional skills, animal ethics, policy and communication skills.

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Workshop - A Systems Based Approach - Old Dog, New Tricks

A Systems Based Approach - Old Dog, New Tricks

Megan Davis, Helen Silver-MacMahon

¹Being Human Consulting Ltd, Henley-on-Thames, UK

Learning objectives:

- define systems thinking
- understand the relevance of applying a systems thinking approach to veterinary practice
- consider the integration of systems thinking into veterinary education
- utilise a framework to guide a systems thinking approach e.g. SEIPS

Veterinary education has taken a (body) systems based approach for many years. This workshop will introduce an entirely different definition of systems based thinking, from the world of human factors. The workshop will cover what systems thinking is, how it applies to veterinary practice, and the importance of teaching systems thinking to our veterinary undergraduates.

After a short introduction to the concept of systems thinking, attendees will get the opportunity to consider where and how teaching a systems thinking approach might fit into the veterinary curriculum. We will look at the evidence behind the positive impacts of applying a systems thinking approach in general veterinary practice. Finally, we will look at several frameworks which can help to guide a systems thinking approach.

Target audience is anyone involved with educating veterinary undergraduates and anyone with an interest in human factors and systems thinking.



Workshop - Implementing the roadmap- how do we integrate contextualised care into veterinary education?

Implementing the roadmap- how do we integrate contextualised care into veterinary education?

Dr Neerja Muncaster¹, Dr Emily Auger¹, **Dr Aoife Reid**², Dr Ruth Serlin³, Dr Chris Shepherd⁴, Dr Toby Collen⁴

¹University of Surrey Veterinary School, ²Vets Now Ltd, ³Mosaica Consulting, ⁴Farthings Veterinary Group

Smart Objective: By the end of the workshop, veterinary educators and veterinary students, will collaboratively highlight and agree on at least two actionable curricular initiatives (for example new teaching methods, assessment strategies, or curriculum design changes) aimed at embedding and assessing the concept of contextualised care in veterinary education.

Introduction: Understanding and being able to apply the concept of contextualised care is critical for future professionals to be able to create shared decisions with their clients about animal care in diverse real-world situations.

RCVS Knowledge report, "How to achieve contextualised care: insights from the veterinary sector and pet owners"¹, identifies gaps in preparedness and confidence among new veterinary graduates and early career professionals.

The linked RCVS Knowledge roadmap² recommends educators to support vet and veterinary nursing students to be able to apply knowledge of different care options in a contextualised way, being able to manage uncertainty, and to focus on people and communication skills. In addition to these, RCVS Day One Competences³, relating to Personal Leadership and Adaptability (Competences 13 and 14), apply. The AAVMC spectrum of care strategy guide⁴ provides further granularity on curriculum development.

While contextualised care already appears implicitly across various areas of the curriculum, there is a need to critically examine where it is currently embedded and to identify opportunities for reframing or strengthening its presence, including awareness of the 'hidden curriculum'²

Summary of workshop: This interactive workshop will provide a collaborative platform for veterinary educators and students to explore these challenges and opportunities. The workshop will be led by a team with diverse educational and clinical backgrounds, including experienced academics and practice-based preceptors who are actively engaged in teaching students in real-world settings. By the end of the session, participants will have identified and agreed upon at least two actionable curricular initiatives to explicitly embed and assess contextualised care in veterinary education, guided by the roadmap and ensuring alignment with Day One Competences and better preparing graduates for the complexities of practice.

Target Audience: Veterinary educators and veterinary students interested and motivated to further embed contextualised care into the veterinary profession.



Workshop - Click, create, captivate! Getting started with Articulate 360 Storyline

Click, create, captivate! Getting started with Articulate 360 Storyline

Dr Lindsay Thomas¹, Reg Icli¹

¹Harper & Keele Vet School

Objectives: By the end of the session, you should be able to:

1. Import existing PowerPoint slides into Articulate 360 Storyline.
2. Build one interactive slide using the one of the pre-existing question templates.
3. Build one interactive slide or short scene using variables and player triggers.
4. Preview and test your interactions to confirm that all triggers function as intended without errors.

Introduction: Self-directed learning (SDL) can encompass a wide range of approaches, all with a common goal: enabling students to take initiative and responsibility for their own learning. SDL can be an invaluable tool to increase student motivation and foster an attitude of lifelong learning, however it can also be overwhelming for students lacking in self-confidence and has a higher risk for error and misdirection compared with more traditional teaching formats.

The use of digital learning tools to create a more structured form of SDL can help address some of these challenges, increasing both student engagement and the effectiveness of learning. These tools can also provide substantial benefits for staff, such as increased time efficiencies and engagement and progress tracking within learning management systems.

Articulate 360 Storyline is one such e-learning tool used to design and develop interactive learning content, with popular features including the easy integration of multimedia elements, branching scenarios, and quizzes. Its built in accessibility tools, such as AI generated voiceovers and captions, ensure that students can access content in multiple ways, supporting learners with diverse needs.

Summary of workshop:

- Introduction: Staff to introduce themselves + 5 minute video showcasing some of the projects we have done at HKVS
- Task 1: Import PowerPoint slide decks into Storyline.
- Task 2: Use pre-existing question templates to introduce interactive elements to projects quickly and easily.
- Task 3: Use variables and player triggers to introduce more complicated interactive elements
- Task 4: Preview and test the interactions created in the session
- 10 minute talk on accessibility features in Storyline
- Wrap up

Target Audience: Educators who are involved in the creation of self-directed learning activities and who are new to Articulate 360 storyline.

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Workshop - What Should an AI Policy Say? A Hands-On Workshop for Vet Schools

What Should an AI Policy Say? A Hands-On Workshop for Vet Schools

Dr Adele Williams-Xavier^{1,2}

¹Ai-wx Ltd, St Austell, UK, ²CoVet, San Fransisco, USA

Objectives (SMART) By the end of this 60-minute workshop, participants will be able to:

- List the essential components of a veterinary-school AI policy (minimum 8 headings) covering teaching, assessment, placement/clinical contexts, and academic integrity.
- Identify at least 3 veterinary-specific gaps in a generic university AI policy and draft at least 1 clause to address each gap.
- Apply a simple decision tool to classify an assessment as AI-allowed / AI-limited / AI-prohibited, with a rationale aligned to learning outcomes.
- Produce two policy-ready statements to take back to their institution: one on permitted student use and one on assessment boundaries & disclosure.

Introduction: AI policies often fail because they are either too vague to guide behaviour or too restrictive to be realistic. Veterinary education has additional considerations, including clinical reasoning, professional judgement, placement/EMS contexts, and client/confidentiality risks. This workshop supports delegates to define what must be in a vet-school-specific AI policy and to leave with draft language they can adapt.

Summary of workshop (structure):

- Pre-work (optional): Delegates are invited to submit or bring their current university AI policy (or relevant excerpts). These will be used to highlight where generic policies do not address veterinary-specific situations. Materials discussed will be anonymised in-session.
- 0–10 min: Rapid scan of common policy failure points (ambiguity, inconsistent guidance across modules, unclear disclosure expectations, and weak links to learning outcomes).
- 10–25 min: Group activity: build the policy “skeleton” using a template (teaching/learning; assessment; placement/clinic/EMS; data/privacy; attribution and disclosure; accessibility; staff use; misconduct/escalation; approved tools; review cycle).
- 25–45 min: Gap-spotting and clause-writing sprint: map an existing university policy to the template, identify vet-specific gaps, and draft plug-in clauses (permitted use + assessment/disclosure + vet-context add-ons).
- 45–55 min: Scenario stress test: apply the draft policy to typical veterinary scenarios (e.g., OSCE preparation, take-home case reports, clinical logs/reflective writing, group work, placement notes, client communications) and refine wording for clarity and enforceability.
- 55–60 min: Share-out and take-home pack: editable policy template, assessment classification tool, and sample clause library.

Target Audience: Veterinary programme directors, assessment leads, clinical educators, academic integrity/pastoral staff, and educational developers. No AI expertise required.

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Friday: 09:00 - 10:00

Short Communications RAP - Session 7

Fit to practice? How can we best structure support for veterinary students with chronic illness and disability on clinical rotations?

Jessica Reynolds¹, Klaus Mundt¹

¹University of Nottingham, Nottingham, UK

Despite increasing proportions of qualified veterinary surgeons and undergraduate veterinary students with chronic illness or disability (IES, 2019; RCVS, 2024), there is little peer-reviewed research published on supporting this group of veterinary students in clinical practice, demonstrating a need for further research in this area (Tynan, 2002, 2004).

Considering this and difficulties associated with maintaining support for such student groups in disseminated, challenging, clinical environments whilst fulfilling rigorous professional standards, the rationale for this research was to establish emerging themes from academic clinical staff for improving current support systems for veterinary students with disability or chronic illness on clinical intramural rotations.

A mixed methods approach was employed; an online survey was distributed to lead clinical academic staff at the University of Nottingham School of Veterinary Medicine and Science, followed by two focus groups. Thematic analysis was performed on free text answers from the survey and focus groups and descriptive statistical analysis performed on quantitative survey data. Thematic analysis identified four themes: staff training and protocols, communication, reasonable adjustments and student engagement and responsibility, with the need for staff training and protocols occurring the most frequently - "At the moment, the system isn't working for anybody at all. It's not working for us. It's also not working for the students." This was supported by 75% of participants responding that further improvement to current support structure was required. Multiple sub-themes were also identified; these will be explored further within the context of the current literature, alongside discussion of the impact of these findings in driving change at School level, supporting students in realising their potential.

There is no existent evidence published regarding veterinary clinical academic staff perspective on support mechanisms for disabled or chronically ill students in clinical practice; however, staff suggestions of embedding developmental student support and standardisation of reasonable adjustments across condition, support current practice in the medical education sector (Hodgson & Pelzer, 2017; Sandars et al., 2014).

Furthermore, predominant themes identified by clinical academic staff align strongly with those raised by such student groups at industry level, including variation in support, educator knowledge and speed of implementation (RCVS, 2024).

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Reasonable Adjustments in IMR: from form creation to dissemination of information

Dr Giulia Beraud¹, Dr Christina Ratcliffe¹

¹University of Surrey, Guildford, UK

Introductions: Reasonable Adjustments are essential to ensure equitable access to education. The RCVS has also prioritised this area through the "Let's Talk Adjustments" Campaign. Recently we have recognised an increase in numbers of students sharing information about disability and neurodiversity, with around 25% of the final year cohort now having adjustments in place. We recognised the importance of a process that facilitates robust communication with our network of partner practices for intramural rotations and the opportunity to give students more ownership in co-creating adjustments.

Summary of work completed: Our starting system included challenges: inconsistent information sharing, delays in communication which could negatively impact student support and learning, a significant administrative burden and variability in the adjustments discussed across different staff-student interactions.

A planned software change provided an opportunity to redesign this system. Initially, the School Disability Liaison collaborated the School of Health Science to understand their process sharing adjustments within the NHS. Building on this, the School Disability Liaison and Senior Personal Tutor developed a new Reasonable Adjustments Form on the RISR platform and accompanying pathway to tie into the Vet School Disability Process, a holistic process from the point of students sharing information about disability which ensures that students can receive appropriate support from across the School and University services.

Then the form is uploaded for review by the student's personal tutor, who also indicates whether a personal risk assessment is recommended. The finalised form—written in the student's preferred wording—remains attached to their profile. When placement providers access student profiles for upcoming rotations, they can view the adjustments and prepare accordingly.

Evaluation, outcomes and impact: The new system improves accessibility of information for all who need it, ensures adjustments are communicated in a way that aligns with student preferences, and prevents outdated information from being circulated. It also enhances personal tutors' understanding of their students' needs and has significantly reduced workload.

Discussion: In this short communication, we will share our learning from designing and implementing this system, plans for future refinement, and feedback from students. We hope our experience will support other veterinary schools in embedding effective, equitable and sustainable approaches to reasonable adjustments.



Redesigning Tutor Training to Support Pastoral Practice in Veterinary Education

Dr Rebecca Blanchard¹, Dr Sabine Totemeyer¹, **Dr Elsa Sandoval Barron**¹

¹University of Nottingham, Nottingham, UK

Introduction: Pastoral tutoring plays a vital role in supporting student wellbeing, progression, and belonging in veterinary education. The potential of tutors to provide consistent and effective pastoral support is often limited by time pressures and variable engagement with professional development. This abstract presents an initiative that sought to develop academic staff in their pastoral roles through an inclusive redesign of tutor training.

Summary of work completed: Compulsory tutor training was reviewed in School following consistently low engagement with traditional three-hour sessions, attended by only 10–15 of a possible 72 tutors. In response, a flexible “lunch-and-learn” model was introduced, typically comprising 30-minute, topic-focused sessions, aligned to real-time student support challenges, including wellbeing conversations, signposting to support services, and supporting students on atypical academic pathways. This was complemented with optional in person discussions, facilitated by a scenario-based game, co-created with students.

Evaluation, outcomes and impact: Engagement with tutor training increased substantially, with 63 tutors participating to date. Qualitative feedback indicated improved tutor confidence in managing pastoral conversations, greater consistency in student support, and increased willingness to engage with wellbeing-related issues. The revised approach enabled shared practice, strengthening the capability of the tutoring team.

Discussion: This work demonstrates how changes to professional development delivery can support staff potential and enhance the student experience. By prioritising flexibility, relevance, and knowledge exchange, the initiative supports staff development within veterinary education. This abstract aims to promote discussion on transferable approaches to tutor training, opportunities for collaboration, and the role of shared practice in supporting students.



Workshop - Strengthening the nurse role: How do we ensure nurses are ready?

Strengthening the nurse role: How do we ensure nurses are ready?

Jill Macdonald¹, Julie Dugmore¹

¹RCVS, London, UK

Intro: The VN Vision project: Strengthening the role of RVNs in team-based veterinary healthcare aims to achieve a roadmap to achieving a collaborative team approach to veterinary care, where veterinary nurses can practise to their full potential, veterinary surgeons are more supported in their role, and support teams are recognised for the value they bring to the team.

This session will explore how education and training can best prepare nurses for these responsibilities, with a particular focus on whether current educational frameworks adequately support this progression. It will invite delegates to consider how we define “readiness” for more advanced nursing roles and what changes may be required to ensure nurses are equipped to meet future professional demands.

Summary of work completed: This session will draw on insights from the project, which has involved extensive engagement with veterinary professionals across the UK through workshops, discussions, and collaborative exploration of current practice. These activities have highlighted both the opportunities and the challenges associated with integrating nurses more fully into multidisciplinary teams, with education repeatedly identified as a critical enabling factor.

Evaluation, outcomes and impact: Findings to date suggest that while there is strong support for expanding the veterinary nurse role, there is less clarity around how education should evolve to support this change. Reviewing and potentially redefining Day One Skills and Competences is a potential mechanism for ensuring newly qualified nurses are prepared for contemporary and future roles.

The anticipated impact includes improved patient care and accessibility to veterinary services, greater professional satisfaction, and more sustainable veterinary teams.

Discussion: This session will open dialogue around the evolution of veterinary teams and roles, and how nurses can be prepared for more advanced roles through initial education and lifelong learning.



Workshop - Co-creating Initiatives for Reducing the Ethnic Minority Attainment Gap

Co-creating Initiatives for Reducing the Ethnic Minority Attainment Gap

Dr Kirstie Pickles¹, **Dr Neerja Muncaster**², Dr Adina Constantin³, Dr Olukayode Daramola⁴, Dr Sarah O'Shaughnessy⁵, Dr Emma Ormandy⁶

¹Harper & Keele Veterinary School, Newcastle, UK, ²University of Surrey, Guildford, UK, ³University of Nottingham, Sutton Bonnington, UK, ⁴University of Lancashire, Lancaster, UK, ⁵University of Bristol, Bristol, UK, ⁶University of Liverpool, Liverpool, UK

SMART Objective: By the end of the workshop, veterinary educators and veterinary students will collaboratively identify and agree on at least three actionable sector-wide initiatives aimed at reducing the ethnic minority attainment gap in veterinary education.

Introduction: Veterinary medicine remains one of the least ethnically diverse professions with only 3.5% of veterinary surgeons being from an ethnic minority background [1] compared to 14.4% of the UK's general population [2]. While there is a lack of robust sector-wide quantitative data on attainment gaps in veterinary education, ethnic minority students in other UK healthcare professional education (often with a much greater ethnic minority representation than the veterinary profession) typically underperform compared to white peers [3-5]. Additionally qualitative and survey-based research consistently highlights experiences that, in other higher-education contexts, are strongly associated with differential academic outcomes [6-10]. These include feelings of "otherness," limited access to informal learning networks, lack of representation, and non-inclusive learning and assessment environments [6,7].

Summary of workshop: This interactive workshop brings together veterinary educators and veterinary students to draw upon existing research, lived experience, and collective expertise for co-creation of practical, evidence-informed solutions. Participants will collaboratively explore how institutional structures, teaching practices, assessment methods, and learning cultures may contribute to differential attainment and identify targeted interventions which could have the greatest impact. Facilitated discussion and collaborative prioritisation will produce a set of actionable, realistic, and transferable strategies aimed at reducing the ethnic minority attainment gap across veterinary education. This workshop explicitly centres student voices alongside educators, recognising co-production as essential to effective and sustainable change.

Target Audience: Veterinary educators and students interested in EDI and in taking affirmative action to create equitable veterinary education and a more representative workforce.

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Workshop - Veterinary Nursing: A Young Profession? Using Our History to Help Students Find Their Place

Veterinary Nursing: A Young Profession? Using Our History to Help Students Find Their Place

Sarah Batt-Williams¹

¹Royal Veterinary College, St. Albans, England, ²University College London, London, England

Objectives: Reflect on the concept of veterinary nursing as a “young profession” and critically discuss how this narrative may impact students’ perceptions of the profession and their future career development

Describe the stages of historical development of the veterinary nursing profession and explain how these have shaped its current professional identity

Evaluate how teaching veterinary nursing history can influence students’ understanding of their professional role and sense of belonging,

Summary of workshop: Veterinary nursing is frequently described as a “young profession”, a characterisation that can unintentionally obscure the depth of its history and the experiences of those who shaped its development. This masterclass explores how teaching veterinary nursing students about the historical evolution of the profession can support their understanding of professional identity, role, and belonging. Drawing on grey literature from poignant eras of veterinary nursing, this masterclass examines how engagement with veterinary nursing history can be used as a tool to prompt reflection on student perceptions of positioning within the profession.

Method of delivery: Lecture

Target audience: VN educators, educators interested in professionalisation, history of the professions and professional identity

No prerequisite skills

No maximum numbers

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Short Communications - TTC Session 7

Thriving Through Collaboration: Public and Private Sector Partnerships to Advance Education, Research, and Clinical Development at EMÜ Equine Clinic

Felipe Corrêa¹, Sébastien David Langui²

¹Equine Clinic, Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences, Tartu, Estonia,

²Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences, Tartu, Estonia

Introduction: Collaboration with external partners enhances veterinary education, research, and clinical services. The Estonian University of Life Sciences (EMÜ) Equine Clinic has developed structured partnerships with public sector organizations and private companies to support applied research, community outreach, and student learning opportunities. These collaborations provide access to real-world cases, data, and resources that strengthen teaching, research capacity, and professional engagement.

Summary of work completed: Research and Development partnerships with public sector organizations and private companies include joint research projects, epidemiological studies, herd health initiatives, and educational programmes. Students are actively involved in these projects, participating in fieldwork, data collection, and practical training under faculty supervision. Staff-student collaboration is embedded within these initiatives, fostering teamwork, problem-solving, and professional skill development while exposing students to real-world veterinary practice.

Evaluation, outcomes and impact: These partnerships have expanded the Institute's capacity for research and development, enhanced clinical and teaching resources, and increased student engagement in applied veterinary practice. Students report greater confidence, practical skills, and understanding of professional roles in public veterinary contexts. The collaborations also strengthen the Institute's visibility, facilitate knowledge exchange, and create sustainable frameworks for ongoing cooperation between academia and the public sector.

Discussion: EMU Equine Clinic's public and private sector partnerships demonstrate how strategic collaboration can simultaneously advance education, research, and clinical excellence. Integrating students into these initiatives empowers learners, fosters interprofessional competencies, and promotes innovation in veterinary training, illustrating the value of collaborative networks for thriving veterinary education.

References:

Franco, M. & Pinho, C. (2019). A Case Study about Cooperation between University Research Centres: Knowledge Transfer Perspective. *Journal of Innovation & Knowledge*, 4(1), 62–69.



Handling for Healthcare: A Systems Approach to Collaborative Equine Welfare through Compassionate Handling

Sophie Hill¹, Jen Wathan¹, Mactar Seck², Daouda Seck², Aissetou Diallo², Alemayehu Hailemariam³, Tsegaye Negash³, Gebeyehu Dillnesaw³, Javaid Khan⁴, Aman Khan⁴, Dinesh Gupta⁵, Vishwamitra Pathak⁵, Manish Rai⁵, Kimberly Wells¹

¹Brooke, UK, ²Brooke, West Africa, Senegal, ³Brooke, Ethiopia, Ethiopia, ⁴Brooke, Pakistan, Pakistan, ⁵Brooke, India, India

Introduction: Handling is a core component of veterinary care, yet it is often framed around restraint rather than cooperation and holistic welfare. Brooke's Handling for Healthcare approach - part of the Compassionate Handling for Life programme¹ - reframes handling as a clinical skill that integrates competencies in animal welfare advocacy; interpretation of equine emotion and behaviour; and proficiency in low-stress handling protocols, embedded before, during and after healthcare consultations. This approach aims to improve equid welfare, safety and clinical efficacy, and contribute to long-term outcomes through increased positive welfare states, cooperation and access to veterinary care.

Summary of work completed: This workstream takes a systems approach to embedding compassionate handling across multiple stakeholder groups. Training and mentoring are informed by Brooke's Compassionate Handling Mentoring Framework and Animal Health Mentoring Framework² - toolkits that define core competencies, detailed indicators and assessment rubrics. Delivery has included community-based mentoring, collaboration with veterinary training institutes, and engagement with paravets and government clinics, forming a coordinated strategy to embed compassionate handling across the animal health system.

Evaluation, outcomes and impact: Mentoring has enabled equids previously excluded from care due to fear-based behaviours to access treatment. Collaboration with veterinary training institutes has contributed to a shift in culture, including growing recognition of behavioural science as essential to veterinary competence, with curriculum integration underway. Quantitative indicators show improvements in handlers' ability to recognise and respond to equine emotions and apply learning theory. Qualitative data indicate safer, less stressful procedures, improved efficiency and confidence among both owners and animal health providers, and a shift in norms towards trauma-informed, welfare-led practice.

Discussion: This collaborative, cross-sector approach offers a replicable model for integrating behavioural science into veterinary systems. Welfare-led consultations reduce fear, improve cooperation, and foster positive associations. Community-based mentoring supports rehabilitation. Improved stakeholder awareness fosters trauma prevention through enhanced baseline welfare, preparation, welfare-led practices, and early post-procedure support, reinforcing long-term behaviour change in both people and animals.

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Brooke's Clinical Skills Lab Hoofprint Project: A Collaborative Model for Scaling Veterinary Clinical Skills Labs in Low- and Middle-Income Countries

Dr Tinsae Kebede Abebe¹, Dr Abiot Erdaye¹, Dr Alemayehu Hailemariam¹, Dr Amy Barstow², Dr Izzy Hocking²

¹Brooke Hospital for Animals - Ethiopia, Addis Ababa, Ethiopia, ²Brooke Hospital for Animals - UK, London, UK

Introduction: In many low- and middle-income countries (LMICs), veterinary professionals graduate with limited hands-on clinical skills training, despite possessing strong theoretical foundation. This hinders them from meeting World Organization for Animal Health (WOAH) Day-1 competencies, with negative implications for animal welfare. Clinical Skills Laboratories (CSLs) provide an ethical and practical solution through simulation-based training with models, yet they are not widely available in LMICs [1]. This case study outlines how a locally led CSL initiative in Ethiopia grew into a multi-country collaboration through Brooke's CSL Hoofprint Project.

Summary of work completed: Following the successful establishment and integration of a CSL at Jimma University, Brooke Ethiopia supported the expansion of CSLs to four additional veterinary training institutions nationwide. This support included training faculty staff to establish and use CSLs, develop low-cost simulation models, and embed them into veterinary teaching.

Drawing on this national experience, Brooke Ethiopia now leads implementation of the global CSL Hoofprint Project supporting teams in Kenya, Pakistan, and Senegal. In collaboration with Brooke's UK team, the project has facilitated knowledge exchange through activities including an international exchange workshop in Ethiopia for Brooke staff and partner veterinary training institute faculty members, as well as country-level workshops and technical support. These efforts have so far led to creation of pioneering CSLs in Senegal and Pakistan.

Evaluation, outcomes and impact: Feedback from participating teaching staff highlights increased confidence, motivation, and readiness to use CSL-based teaching. Peer-led learning, hands-on demonstrations, and mentorship from the project team were highlighted as key factors in this success. Strong support from institutions and locally relevant solutions have further enabled successful CSL establishment and integration.

Discussion: This case study demonstrates that ethical and practical veterinary education can be scaled in LMICs through collaboration, mentorship, and knowledge sharing, using accessible and locally available resources. Brooke's CSL Hoofprint Project illustrates the importance of empowering local educators to drive change, strengthening international partnerships, and incorporating welfare-focused methods into skills training. This collaborative model provides a pathway for expanding CSLs globally, supporting competent veterinary graduates, improving animal welfare, and building more resilient veterinary education systems.

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Collaborative approach to increasing undergraduate veterinary students' awareness and competence in cat-friendly handling utilising self-directed learning, visual aids and cat models (pilot study).

Agnieszka Zoltowska¹, Alex Taylor², Dr Sarah Ellis²

¹University of Nottingham, Nottingham, UK, ²International Cat Care, Tilsbury, UK

Introduction and aims: Cats can be difficult to handle and examine when stressed. Limited species knowledge and experience leads to inadequate veterinary handling, often resulting in staff injuries and poor patient welfare.

The Royal College of Veterinary Surgeons requires mandatory 'day one competence' of being able to handle and examine cats, but the opportunities to practice are limited. Providing meaningful exposure to live cats for students at vet school is also difficult due to the need to protect cat welfare species' ethology and timetabling pressures. This study aimed to assess the impact of an extra-curricular training program utilising stuffed cats on increasing student knowledge, skill and confidence in performing cat-friendly veterinary interactions to help prepare students to work with live animals safely and respectfully.

Materials and methods: The training program was offered to all undergraduate veterinary students at the University of Nottingham via email invitation. It comprised an online workbook (five self-paced lessons) and a face-to-face workshop of two lectures on key handling skills and students practiced the handling techniques on stuffed cats with tutor feedback. Charity International Cat Care and University of Nottingham staff collaborated on design and delivery. Student knowledge and confidence in handling techniques were assessed via online questionnaires at three time points (1. baseline, 2. post-online workbook and 3. post-live workshop).

Results: Baseline data indicated substantial apprehension around cat handling, with students expressing concerns about unpredictability, risk of injury, and causing stress. The training program was successful at increasing student knowledge and confidence over a range of handling techniques, including approaching a cat, removing a cat from a carrier and performing a clinical examination. Furthermore, participants reported clear intentions to change future clinical behaviour, including reducing restraint, improving behavioural observation, and modifying environments to support cat welfare.

Discussion: The training program provided students with meaningful motivation for welfare-focused practice change, through improving species-specific knowledge, confidence and competence. The next stage of the study will be to assess the practical implementation of the acquired knowledge and skill while working with live cats.

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Panel Discussion - What does successful collaboration between nutritionists and veterinary professionals look like?

What does successful collaboration between nutritionists and veterinary professionals look like?

Dr Katie Williams¹

¹Dengie Crops Ltd, Maldon, UK

Main Facilitator: Dr Katie Williams Ph.D. M.Sc. (Dist) R Nutr Technical Manager, Dengie Horse Feeds

Panel Members:

- Caroline Ribonnet - MVetMed, DipECEIM, MRCVS – Associate Veterinarian - Rosssdales Equine Veterinary Hospital
- Victoria Thornber – Companion Animal Manager – Devenish Nutrition
- Dr Andy Richardson BVSc CertAVP(ESM) MRCVS – Veterinary Director, NAF

Background: The lack of protected status for the profession of nutritionist means that anyone can call themselves a nutritionist. This makes it difficult for owners, carers and veterinary professionals to know who to trust for advice on feeding and nutrition. The veterinary curriculum is full and nutrition teaching is limited which often leaves graduates feeling ill-equipped to evaluate the credentials of products and their reported benefits. Reputable businesses endeavour to comply with marketing regulations which often makes their products appear inferior to those who are uncompliant. The use and misuse of published studies can also make it difficult for veterinary professionals to counter misleading claims and information.

The panel will discuss the role of a nutritionist and how collaboration between allied professionals is essential for addressing chronic and significant issues such as obesity. The panel will explore what successful collaboration looks like and will highlight accreditation schemes such as the Agricultural Industries Confederation (AIC) Feed Adviser Register (FAR) and the recently introduced British Equestrian Trade Association's (BETA) Equine Nutritionist & Feed Adviser Register (ENFAR). The panel will also cover the career opportunities that exist for veterinarians in the animal nutrition industry.

Focus for Discussion:

- Professional collaboration – best practice when working together
- How to identify the best partners for collaboration – introducing BETA ENFAR
- Career opportunities for veterinary professionals in the nutrition industry

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Friday: 10:15 - 11:15

Short Communications - RAP Session 8

Realizing Professional Potential Through a Structured Post-Graduate Equine Internship: The EMÜ Equine Clinic Experience

Felipe Corrêa¹, Egne Kahro¹, Reet Herm¹

¹Equine Clinic, Institute of Veterinary Medicine and Animal Sciences, Estonian University of Life Sciences, Tartu, Estonia
Realizing Professional Potential Through a Structured Post-Graduate Equine Internship: The EMÜ Equine Clinic Experience

Introduction: Supporting early-career veterinarians is key to workforce development. The Estonian University of Life Sciences Equine Clinic launched a post-graduate Equine Internship Programme in 2022, now recognized by the British Equine Veterinary Association, offering structured clinical training, mentorship, and a pathway to specialist careers in the Baltic region.

Summary of work completed: The programme is a paid 12–14 month internship for veterinary graduates, covering emergency care, ambulatory work, imaging, surgery, and internal medicine. It follows a model of progressive responsibility, with interns moving from supervised tasks to increasing autonomy and independent case management..

Learning uses a blended approach: clinical teaching (case-based rounds, hands-on work, mentorship), formal sessions (seminars, journal clubs), reflective practice (case discussions), and teamwork within a multidisciplinary team.

Assessment is continuous and formative, based on observed skills, supervisor feedback, case logs, and regular performance reviews to support competency and professional growth.

Evaluation, outcomes and impact: Since its inception, the programme has attracted international graduates, with five interns successfully completing it. Of these, four pursued a second internship, one entered private practice abroad, and one later secured a residency.

Interns progress from supervised work to confidently managing emergencies, demonstrating clear gains in clinical competence, confidence, and career advancement.

Discussion: The EMÜ Equine Clinic Internship exemplifies how a structured, outcomes-oriented postgraduate programme can enhance early-career development. Its emphasis on progressive responsibility, reflective practice, and teamwork creates a supportive yet challenging learning environment that mirrors real-world clinical demands.

By combining hands-on experience, structured teaching, and continuous assessment, the programme maximises learning potential while maintaining high clinical standards. Its measurable success in facilitating further training and career advancement highlights its value not only for individual participants but also for strengthening the broader equine veterinary workforce.

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Pilot study to co-create new teaching workshops and toolkit to support junior assistant clinicians (rotating interns) in their clinical teaching activities at The University of Glasgow (UoG) Small Animal Hospital (SAH)

Dr Anita Wen Guo

¹University of Glasgow, Glasgow, UK

Traditionally, training and support for interns and residents in veterinary referral/specialist hospitals in the teaching aspects of their roles has relied on informal and role modelling approaches. This study aims to enhance the provision of formal teacher training for interns and residents supervising undergraduate veterinary students in a veterinary teaching hospital setting.

This study explores the specific teaching needs of rotating interns supporting student learning in a referral training hospital environment. We describe the development of the intervention based on outcomes of a questionnaire designed to explore the challenges faced by the interns during their teaching with final year veterinary undergraduate students undergoing their rotations.

The results presented comprise descriptive statistics and key themes from the initial survey including outcomes of qualitative analysis based on a reflexive thematic analysis approach (Braun and Clarke, 2006) applied to draw out significant conclusions from the free text response to open-ended questions. Quantitative analysis consist of descriptive statistics and graphical representations of the Likert scale survey questions of the questionnaire.

The results will be used to inform the design of an educational intervention and the creation of a teaching toolkit to support interns during their training and professional development. The planned intervention includes an initial generalised teaching seminar (of one hour duration) delivered to a new cohort of interns soon after their intern induction program to support their teaching. An additional teaching challenges workshop (of one hour duration), based on the outcomes of the questionnaire will be provided to the interns around 3-6 months after commencement of their internship to foster a discussion forum on challenges of teaching and explore approaches to address these.

Note: Results of the study are not yet available as the data collection will conclude in March 2026. The study has been approved by University of Glasgow MVLS ethics committee.

Development of a near-peer coaching program for equine vets- the impact of learning to have coaching conversations

Dr Claire Robinson¹, **Dr Rachel Davis**²

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Introduction and Aims: Fifty percent of new graduates that enter equine practice in the US leave within 5 years. In the UK work life balance, management and salary are the most common reasons for vets to leave a position. The British Equine Veterinary Association (BEVA) 'Leg Up' scheme was launched in 2019 to help new graduates navigate their new professional identities. Experienced veterinary surgeons volunteered to be trained to have 'coaching conversations' (the coaches) and provide peer-coaching to new graduates. This study investigates the impact of coaching training on experienced equine veterinarians and their perceptions of why new graduates seek coaching.

Materials and methods: Coaches who were trained in the 2023 cohort were surveyed prior to training. After training, coaches volunteered for one-to-one open interviews which were recorded, transcribed and manual thematic analysis was performed. Ethical approval obtained from the SSERB of the Royal Veterinary College

Results: Fourteen coaches completed the questionnaire; 9 were interviewed. 12/14 agreed that they had thought about leaving the veterinary profession. During interviews coaches expressed enthusiasm for their careers, many 'love' their job. Frequently their career path differed to initial intentions. Motivation for volunteering included wanting to help, 'give back' and overcoming challenges in their own careers. Many coaches described developing a coaching mindset, listening skills and empathy. Reasons for new graduates requesting coaching included having an extra perspective, career planning, work-life balance, navigating relationships with colleagues and leaving the profession. Coaches encouraged new graduates to participate even without a specific problem, to increase job satisfaction by providing tools to recognize challenges and find solutions.

Discussion: Development of empathy and listening skills are key to the coaching approach. Earlier introduction of coaching prior to a perceived 'need' for help could be beneficial for new graduate vets.

Lifelong Learning in the Veterinary Profession - Towards a definition and deeper understanding?

Initial Results of a Veterinary Survey

Dr Ian Self¹, Prof Liz Mossop, Prof Kate Grafton

¹University of Liverpool

Introduction and aims: This doctoral study examines lifelong learning (LLL) and continuing professional development (CPD) among UK veterinary professionals. Using a mixed-methods approach, it aims to explore attitudes, behaviours, and barriers to learning in order to inform future educational strategies, support professional competence, and improve job satisfaction and retention. A further key aim is to define LLL within the context of the veterinary profession.

Materials and methods: A mixed-methods explanatory sequential design was employed, using a UK-wide questionnaire distributed to veterinary surgeons, veterinary nurses, and veterinary students based on a previous questionnaire employed by Dale et al (2013). The experimental design is pragmatic constructivism. This summary reports findings from veterinary surgeons only. Quantitative data were analysed using SPSS, while qualitative free-text responses were analysed inductively using NVivo. Integration of findings informed the development of a semi-structured interview schedule for the second phase of the study.

Results: CPD was almost universally regarded as important, with 97% of veterinary surgeons reporting its relevance to professional development. In contrast, understanding of LLL was inconsistent and often unclear. CPD importance showed minimal demographic variation, whereas LLL importance varied by age, decade of qualification, and employment status. Younger and more recent graduates recognised the importance of CPD and LLL earlier, while older cohorts recognised it later but frequently rated its importance more highly. Satisfaction with CPD participation, access to funding, time off, and workplace support differed significantly by career stage and role, with locums, university staff, and retirees most disadvantaged. Motivation, barriers, and learning preferences were influenced more by age and career stage than by gender.

Discussion: The findings highlight a clear need for a profession-specific definition of LLL and demonstrate differences between recognition and valuation of learning across career stages. While CPD is universally valued, variation in LLL importance and engagement reflects changing professional priorities. Structural inequalities in funding, time, and support—particularly for non-traditional roles—indicate systemic barriers, emphasising the need for flexible and targeted approaches to continuing veterinary education.

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Beyond the Written Report: Digital Portfolios as a Catalyst for Realising Student Potential in Veterinary Education

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Introduction: Realising student potential requires assessment practices that reflect the communicative demands of veterinary and animal science professions. Graduates must be able to produce client-facing resources, visual summaries, CPD content and reflective outputs.

However, higher education assessment often privileges extended written reports, constraining how students demonstrate understanding and professional readiness.

This submission explores how a structured ePortfolio approach, using PebblePad, enabled students across veterinary physiotherapy, veterinary nursing and animal science programmes to demonstrate disciplinary mastery through varied, professionally relevant formats that may reveal strengths not captured through traditional written work.

Summary of work completed: PebblePad was incorporated across Levels 4–6 as the primary platform for ePortfolio-based assessment. Students were supported to produce multimodal outputs, including:

- Client education leaflets
- Conference-style posters
- Infographics
- Recorded CPD presentations and podcasts
- Reflective video logs
- Multimedia case-based submissions

Although formats diversified, academic expectations remained constant. Students were still required to demonstrate evidence-based discussion, appropriate referencing, critical engagement with literature, and precise audience targeting.

Structured scaffolding – including marking rubrics, exemplars, templates and authentic professional framing – helped students build confidence in adapting communication style without compromising academic rigour.

This repositioned assessment from producing an academic report to communicating disciplinary insight effectively for a defined purpose and audience.

Evaluation, outcomes and impact: Evaluation using module feedback, student reflections, informal attainment patterns and staff observation identified several outcomes:

- Enhanced engagement and ownership as students exercised greater communicative agency.
- Development of industry-aligned skills, including audience awareness, concise knowledge translation, visual and digital communication, verbal presentation, and reflective practice.
- Broader demonstration of excellence, enabling students less confident in extended writing to evidence conceptual depth without reducing academic rigour.
- A more inclusive, potential-realising design supporting diverse learners to communicate their strengths.

Discussion: This work aligns with sector priorities in authentic assessment, inclusive curriculum design, digital capability and professional identity formation. PebblePad served not only as a submission point but as a developmental space supporting students to curate professional growth.

The session will share design principles and invite discussion on how multimodal ePortfolios can help both students and staff realise their potential.



Masterclass - What Neurodivergent Students Want

What Neurodivergent Students Want

Dr Kirstie Pickles¹

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SMART Objective: This masterclass will provide colleagues with an overview of recent literature concerning neurodivergent veterinary students' experiences of learning environments and provide simple, effective, actionable, proactive steps for educators to apply in their own teaching.

Introduction: The prevalence of neurodivergence in the general population is estimated as 15-20% (1,2), similar to that identified in the veterinary profession (3), although the true prevalence is unknown due to historic and current barriers and inequity in diagnosis (4,5). According to the Unite Student index (6), in 2022, 20% of undergraduate students declared at least one neurodivergent condition. Such students have differences in executive functioning, cognitive and sensory processing, and social communication skills, which can confer both strengths and challenges in the academic environment. In the UK, public sector equality law states that higher education establishments have an anticipatory duty to provide reasonable adjustments for students. This mandates that all members of staff need to consider accessibility of their teaching and learning.

Summary: This masterclass will provide delegates with:

1. An overview of recent literature concerning neurodivergent veterinary students' experiences in veterinary education, including their challenges and suggestions for improvement.
2. An overview of universal design of learning (UDL) principles.
3. Multiple, simple, real-world examples of the use of UDL principles in veterinary education, including clinical learning environments.
4. An opportunity to consider their own teaching through a new perspective of universal design.

Target Audience: Veterinary educators and students interested in EDI, in particular neurodiversity, and those wanting simple, actionable, proactive steps to create equitable veterinary education and support neurodivergent students.

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Short Communications - TTC Session 8

Thriving Through Collaboration: Advancing Faculty Development Across Eight Colleges Through The Teaching Academy of the Consortium of West Region Colleges of Veterinary Medicine Model

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Introduction:

The Regional Teaching Academy (RTA), a consortium of eight colleges of veterinary medicine across the western United States, is committed to strengthening teaching and learning across institutions. Since its formation, the RTA has established an infrastructure that brings educators together through multiple intentional touchpoints—biennial conferences, working meetings, cross-institutional committees, and regular virtual collaboration. This structure has enabled the co-creation of multiple scalable faculty-development programs through the RTA's Faculty Development Initiative (FDI), representing a unique mechanism in veterinary medical education for sustained multi-institutional partnership, shared leadership, and coordinated educational innovation.

Summary of work: Beginning over a decade ago, the FDI has regularly delivered and refined a fundamentals-focused faculty-development workshop emphasizing practical, high-impact teaching strategies. The workshop utilizes cross-institutional facilitator teams that collaborate in an iterative process, reflecting on previous programming outcomes to refine scope, enhance interactivity, and ensure relevance for early-career educators.

The success of this workshop and the underlying collaboration catalyzed the formation and growth of several subsequent educator-driven working groups, each emerging from shared needs and interests across institutions. These groups represent ongoing cross-institutional spaces for problem-solving, project development, and educational research coordination. Some of these include:

- Cross-institutional assessment surveys and collaborative analysis
- A multi-school initiative on educator wellbeing and workplace experience
- Team-Based Learning virtual and in-person workshops
- Clinical teaching strategies workshops

Evaluation, outcomes and impact: Collaborative infrastructure is key to success. Annual in-person working meetings function as a generative engine where members share challenges, form project teams, and advance work in real time. Regular virtual meetings support the continued growth of these projects. Biennial conferences showcase the educational research conducted by members and the outcomes of the RTA's working groups. Activity is sustained by required active involvement in one or more working groups.

Discussion: This model demonstrates that structured, recurring multi-institutional collaboration can meaningfully enhance faculty development, generate sustained educational innovation, and create a vibrant cross-school community of practice. The shared development and delivery of the initial faculty-development workshop and the flourishing of multiple ensuing working groups highlight the power of coordinated partnership in elevating veterinary education.

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Operationalisation of a transnational education model: Case of delivering a UK Accredited Veterinary Curriculum in the UAE

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Introduction: The establishment of a UK-accredited veterinary programme in the United Arab Emirates represents a complex exercise in transnational curriculum operationalisation, requiring alignment between international accreditation standards, local regulatory frameworks, cultural contexts, and regional professional needs. In 2025, a new veterinary programme was launched through a formal partnership with the University of Liverpool, implementing its accredited curriculum, assessment systems, and quality assurance structures within a newly established educational environment.

Summary of work completed: This case study examines the practical processes through which this transnational education model has been operationalised, focusing on curriculum transfer, pedagogical delivery, assessment governance, and institutional capacity building. Particular attention is given to challenges arising from differences in educational traditions, learning cultures, species relevance, clinical exposure pathways, and regulatory expectations. Adaptation strategies are discussed across core domains, including laboratory teaching, clinical skills training, case-based learning, and professional skills development, where contextualisation was required to reflect regional species (e.g., camels), production systems, endemic diseases, and professional practice norms.

Evaluation, outcomes and impact: The case study outlines governance mechanisms supporting academic integrity and accreditation readiness, including joint oversight structures, external moderation, staff development frameworks, and continuous quality assurance processes. It further explores how locally appropriate delivery models were developed while preserving curriculum coherence and learning outcome equivalence.

Discussion: By analysing the operational challenges and solutions encountered during programme implementation, this case study contributes practical insights into the design and management of transnational veterinary education. The findings highlight key conditions for successful curriculum transfer, sustainable partnership governance, and accreditation-aligned delivery in emerging educational contexts.



Strengthening partnerships in distributed clinical teaching: An interview study

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¹University of Calgary, Calgary, Canada

Introduction and aim: Distributed clinical teaching models (DCTMs) rely on partnerships between veterinary schools and independent practices to deliver workplace clinical training (WCT). While these models provide authentic first-opinion experience, effective learning depends on shared expectations between faculty, clinical supervisors, and students. Misalignment between the academic and clinical enterprise can contribute to uncertainty around student roles and how teaching standards can be maintained with appropriate supervision. This study aims to explore how key stakeholders understand student and supervisor roles within a fully distributed veterinary curriculum.

Materials and methods: Semi-structured interviews will be conducted with final-year students, clinical supervisors, and faculty members at the University of Calgary Faculty of Veterinary Medicine. Interviews will explore the perceived purpose of WCT, characteristics of effective placements, and expectations of daily responsibilities and supervisory support. Data will be analysed using reflexive thematic analysis to interpret patterns of shared understanding and variation across stakeholder perspectives.

Results: Data collection will occur in March 2026, and analysis will be complete by June 2026. The analysis is expected to generate themes describing student roles, ways in which supervisors can best support students and the experience of negotiating the supervisory dyad within a fully distributed clinical teaching model. We will present both themes

generated from thematic analysis and direct quotes from interview respondents. We expect the analysis will reveal areas of alignment and tension between stakeholder perspectives.

Discussion: By examining stakeholders' expectations of final-year clinical training and accounts of everyday teaching encounters, this study will illuminate elements of the hidden curriculum that shape participation in distributed clinical education. Understanding how expectations are negotiated within the supervisory partnership may support development of guidance for workplace clinical training, while respecting the operational realities of member practices. This work contributes to veterinary education by strengthening collaboration between universities and partner practices, and between individual supervisors and students, supporting sustainable distributed training.



TTC Posters - Session 8

Faculty Fellows: SoTL Champions of USask

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Introduction: Scholarship of Teaching and Learning (SoTL) systematically examines teaching and learning practices to enhance student learning, inform educational practice, and contribute to broader pedagogical knowledge. While SoTL is recognized as legitimate and impactful, sustained engagement often depends on local cultures of support, mentorship, and community.

Summary of work completed: Every academic institution requires SoTL champions. The University of Saskatchewan is extremely fortunate to house the Jane and Ron Graham Centre for SoTL, however, engagement with SoTL remains variable across campus. To help grow a SoTL culture, the SoTL Faculty Fellows (SFF) program was created to cultivate a supportive and innovative environment in which faculty from diverse disciplines engage meaningfully together in SoTL. The 2025-2027 SFF cohort comprises five faculty and a SoTL expert. Intentionally interdisciplinary, fellows include an engineer, veterinarian, physiotherapist, dietitian, and biomedical scientist. Collaborative engagement is supported through regular meetings, email, SoTL events, and a group SoTL research project.

Evaluation, outcomes and impact: Program evaluation will use a mixed-methods approach, including reflective narratives from fellows, documentation of SoTL activities and outputs, and formative feedback. Attention will be given to changes in fellows' confidence, skills, and scholarly identity related to SoTL, as well as evidence of SoTL leadership within their home units. Anticipated outcomes include increased faculty capacity to design and conduct SoTL inquiries, greater visibility and legitimacy of SoTL within disciplines, and the emergence of fellows as local champions who foster pedagogical dialogue and collaboration. Collectively, these outcomes are expected to contribute to a more connected, sustainable, and institutionally embedded culture of SoTL.

Discussion: Although the SFF program is still in its early stages, its impact is already being felt across campus. For example, within the Western College of Veterinary Medicine, basic science researchers are being invited to discuss their experiences of teaching in a professional college, signaling emerging shifts in pedagogical dialogue and cross-disciplinary engagement.

We argue that the SFF program offers a promising model for advancing SoTL by leveraging collective energy, intentional interdisciplinarity, and relational support, enabling faculty fellows to bring SoTL practices back to their home colleges and reducing isolation while strengthening institutional cultures.

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The Nature Connections Between Us

Hannah Davies¹, Sharon Boyd², Jess Dicks³, Saira Amelia Khurshid Akhtar⁴, Fiona Brown⁴, Carly Tyler⁴, David Connolly⁴, Catherine Kendall⁴, Steven van Winden⁴, Rachel Ward⁴, Sarah Lawson⁵, Fern Brown⁵, Renagh Kelly⁶, Alison Lee⁶, **Sandra Nicholson**⁶, Ana Pereira Do Vale⁶, Barbara Skelly⁷, Milorad Radakovic⁷, Alun Williams⁷, Nicola Earnshaw², **Carolyn Morton**², Susan Rhind², Samantha Fontaine⁸, Iain Richards⁹, Roz Gehring⁹, Rita Goncalves¹⁰, John Graham-Brown¹⁰, Rob Smith¹⁰, Nuria Terron-Canedo¹⁰, Amelia Garcia-Ara¹¹, Sarah Hewitt¹¹, Dynatra Subasinghe¹², Laura Higham¹, Imogen Richens¹¹

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Introduction: Nature Connection, not just knowledge, drives action. Emotional, sensory and meaningful engagement with nature help to build pro-nature behaviours and promote wellbeing (Richardson et al, 2020). By building reflective and sensory exercises into our daily routines, veterinary professionals can deepen their engagement and connection to Nature. Vet Sustain has been using Nature Connection exercises within their community to promote wellbeing and encourage a deeper connection with nature. In this poster we will describe how we delivered a nature connection exercise to our working group members at one of our annual in-person workshops.

Summary of work completed: At our most recent workshop, we asked participants to take part in a nature connection exercise focused around 7 themes:

- Taking a close up photo of a natural element and noticing the detail
- Sitting for 3 minutes and listening to the natural sounds
- Finding the most beautiful natural thing and drawing it
- Find a natural object and spend a moment reflecting on it
- Notice what biodiversity is thriving around you
- Sit quietly and paint a pebble
- Forage for natural materials and make a picture

Participants were given 30 minutes to spend time outside in nature completing one of the tasks on the list.

Evaluation, outcomes and impact: Participants were asked to share photos of their experiences and write a sentence or two about how the exercise made them feel.

This exercise was well received from within the working group members that took part. Positive comments included 'An astonishingly profusion of flowers for a municipal lawn; I felt uplifted by the amounts of birds and insect activity'. The exercise injected positive energy into the group for the remainder of the afternoon and feedback from the event included:

I've never been to an away day that was so friendly and enjoyable before. More CPD/away days/training should include being made to go outside, find some nature and do a bit of artwork!

Discussion: This session outlines how a simple nature connection can be used to foster a greater relationship with nature and champion wellbeing.



Exploring Veterinary Student Feedback Practices at the University of Cambridge: How Do We Improve Student Engagement?

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¹The University of Cambridge, UK

Introduction: Student feedback is an important tool for informing changes to veterinary education, but attempts to collect feedback are frequently hampered by low response rates and subsequent bias. We explored veterinary student perspectives of current feedback practices at the University of Cambridge, highlighting opportunities for improvement.

Summary of work completed: 3 voluntary semi-structured focus groups were held for students in years 4, 5, and 6 of the VetMB course. After thematic analysis (Braun & Clarke, 2006), 6 themes were identified, summarising the opportunities and barriers to student engagement with feedback. Student ideas for novel feedback practices were also collated.

Evaluation, outcomes and impact: Students were more likely to provide feedback when they had strong feelings to convey (positive or negative), and when providing feedback did not impact their free time (this was particularly highlighted as of benefit to neurodiverse students). Students from all year groups responded positively to staff members who demonstrated enthusiasm for feedback, and to a departmental culture of acting upon student responses – when students believed that their feedback was expressly desired and valued, it made them more likely to provide their perspective. The 4th year group were motivated to provide feedback by specific incentives such as individual rewards or a competitive 'gamified' system, however the other year groups were less enthusiastic about this idea and felt it would not encourage them to engage with feedback requests. The 6th years alone expressed that they were more likely to give feedback when it could be given anonymously, due to concerns that any criticism may cause issues in their future career.

Discussion: These themes provide factors for veterinary schools to consider when examining their own feedback practices, paving the way for further discussion and staff-student collaboration to optimise feedback practices.

A survey has been created utilising the results of these focus groups, including student-suggested ideas for novel feedback practices. It aims to identify further factors related to feedback participation and consider the value of future initiatives designed to improve engagement.

Using Interprofessional Education as a Driver of One Health in an Irish University: Formation of an IPE One Health Network

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Introduction: Global challenges: antimicrobial resistance, zoonotic disease and climate crises, require professionals that collaborate across disciplinary boundaries. Veterinary Medicine occupies a unique position at the interface of animal, human and environmental health. Accreditation standards reflect this, requiring graduates to demonstrate competences in One Health (1, 2). Many professional programmes require attainment of these competences, yet learning is delivered in disciplinary silos, limiting opportunities for their development (3). In South East Technological University (SETU) a multidisciplinary team established the IPE One Health VISION Network to address this, aiming to embed Interprofessional Education (IPE) across programmes, creating a sustainable structure where students learn with, from and about each other, engaging with shared One Health challenges.

Summary of work completed: Early implementation has focused on:

- Transdisciplinary committee formation spanning Veterinary, Pharmacy, Nursing, Land Science, Science, Public Health and Sustainability.
- Reaching wider SETU faculty and students
- Mapping interprofessional learning opportunities across programmes
- Supporting educator professional development informed by IPE and One Health competency frameworks.

Pilot learning activities integrating the One Health triad are in development. Case-based examples such as antimicrobial stewardship illustrate how different professions contribute to shared problems, developing collaborative problem-solving, communication and role awareness, core competencies of both IPE and One Health (4).

Evaluation, outcomes and impact: Qualitative and quantitative feedback has been gathered from committee members and facilitation training participants measuring reach and effectiveness of early implementation. Ethical approval has been granted to evaluate pilot activities involving students using validated surveys (5) adapted to One Health. Early findings show successful reach and positive goal progression, with challenges identified and solutions underway.

Discussion: IPE improves health outcomes, knowledge and professional identity formation in participants in healthcare (6, 7). While transdisciplinary IPE efforts exist involving other disciplines outside of healthcare (8), coherent One Health models remain scarce, which this network aims to address.

Meeting the teaching requirements for husbandry and handling in ‘challenging’ species

Dr Katie Rudd¹, Dr Vivienne Mackinnon¹, Adam Masri¹, Paul Wood¹

¹SRUC, Aberdeen, UK

Introduction: A key component of vet school accreditation relates to the “provision of domestic and non-traditional species for instructional purposes” and that “the school must provide access to sufficient numbers and range of animals”. Furthermore, to enable students to participate in EMS, it is a requirement that “students...have already received sufficient teaching and training”.

To produce agile veterinary graduates ready for first opinion practice across a range of species, the BVSci curriculum includes training and assessment in a range of species. Whilst some of these species are provided by the School, others utilise partnerships within industry.

Summary of work: First year students have handling assessments in cattle, sheep, horses, pigs, fish, dogs, cats, reptiles and small mammals. For the more challenging species (fish, pigs and cats) partnerships have been formed with MOWI Scotland, Mrs Murrays Cat and Dog Home and local pig farms. Visits to these partners involves a variety of activities to engage students in aspects of husbandry and business operations, whilst culminating in an assessment of handling skills.

Assessments are used to ensure students are safe to work with the relevant species on EMS.
Failure to pass these assessments by the end of Year 2 prevents progression into Year 3 of the BVSci.

Evaluation: Over the last two years of the BVSci programme 102 students have undertaken handling assessments in all species.

Most students were successful in either their first or second attempt at the assessments. Only three students have needed additional support following second attempts to ensure they are safe and competent to work with small mammals.

5 students unable to attend the pig farm visit in 2025/2026 will accompany the 2026/2027 cohort.

Discussion: The use of external partners to expose students to traditionally challenging species for handling and husbandry has to date been an incredibly well received component of the BVSci programme. Students have found the manner of assessment low stress which has been perceived to improve assessment outcomes for both students and the animals. This process has also enabled our students to undertake a wide range of EMS activities throughout years 1 and 2.

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Promoting Veterinary Public Health at the Vet School: Change of perspectives, transdisciplinarity and extramural experiences.

Dr Amelia Garcia Ara¹, **Dr Adina Constantin**¹, Dr Sebastian Mignaca², Ms Sarah Thompson¹, Dr Carlo Bianco¹

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Introduction: Surveys in UK and other countries suggest that the lack of interest in Veterinary Public Health (VPH) is an issue amongst vet students. In the UK, we also see few new graduates working in VPH fields ranging from the abattoirs to the government agencies.

Summary of work completed: o evaluate potential solutions within veterinary curricula design that may foster greater interest and engagement in VPH among students, a brainstorming exercise was undertaken by three veterinarians and a final year vet student bringing together complementary and interdisciplinary expertise in teaching, veterinary public health, diagnostic and research pathology.

Outcomes and impact: Results of the brainstorm exercise are represented in a jigsaw. The jigsaw elements are teaching strategies and curriculum design approaches that can help increase student engagement in VPH. It encourages scaffolding learning as well as the use of a multidisciplinary team in teaching to reflect how multiple disciplines and real-world experiences interlock in the VPH field to create a meaningful and coherent learning journey for students. Another important aspect highlighted is the accurate presentation during the curriculum of the roles, responsibilities, and career pathways available for a VPH specialist.

Discussion: Multidisciplinary sessions expose students to multiple professional perspectives and convey the importance of flexibility and the integration of differing viewpoints. This approach may also help vet students recognize that combining clinical practice with roles in Veterinary Public Health, such as the Official Veterinarian (OV) at abattoir, allows for a more varied and fulfilling professional life, offering both intellectual stimulation and career flexibility.

Given that extramural opportunities are available, it would be particularly beneficial to offer students early and increased access to placements within VPH settings. Early practical experience may enhance career awareness, reinforce the relevance of VPH, and ultimately trigger greater student interest and engagement in this discipline.

Finally, VPH remains a highly dynamic field with ongoing research opportunities in evolving, emerging, exotic and endemic animal diseases, animal welfare, and food safety. Highlighting this strong and fascinating research component may undoubtedly stimulate students' curiosity and serve as a powerful driver of interest, collaboration and engagement in VPH.

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Interprofessional Working in the Context of Large Animal Incident Response Training: Incorporation into a Veterinary Undergraduate Curriculum

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Introduction and aims: It is essential that veterinary surgeons know how to collaborate effectively with emergency services responders to ensure a safe outcome for animals and humans in emergency incidents involving animals. The role of veterinary surgeons in civil emergencies is a topical issue, and one deserving of attention and time. In collaboration with the British Animal Rescue & Trauma Care Association (BARTA), the University of Surrey School of Veterinary Medicine has recently introduced large animal rescue training into the veterinary undergraduate curriculum for all students (not just those students who 'track' in large animal practice). This teaching is aimed at year 4 students, and comprises a lecture on animal incidence response, followed by a case-based seminar and practical session, focussed on collaborative multidisciplinary teamwork and techniques for extricating/moving recumbent and/or trapped large animals in complex situations. This study aims to ascertain the educational impact of these novel sessions, particularly with regards to student confidence and perceptions of how it may help them to manage large animal incident response in practice.

Materials and methods: Students will complete linked surveys before and after teaching, and will be asked to rate their confidence level on various tasks, and to consider their perceptions around leadership, teamwork and inter-professional working in the context of large animal rescue situations.

Results and Discussion: This research can provide useful insight for other schools considering the integration of incident response training and enhanced interprofessional education within veterinary curricula.

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Short Communications - SIE Session 8

Beyond Anatomy: Delivering Dissection in a Blended Veterinary Curriculum - Skills, Student Perceptions and Sustainability Challenges

Dr Vicki Waring¹

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Introduction and summary: Veterinary anatomy curricula are increasingly delivered through blended approaches incorporating dissection, prosections, physical models and digital resources. While dissection has been a traditional approach to veterinary anatomy education and remains widely valued, it is resource-intensive, ethically complex, and increasingly vulnerable to financial, logistical and curriculum pressures. Dissection contributes beyond anatomical knowledge into broader professional skill development that is arguably more relevant to vets than any other medical graduates.

Summary of work: This knowledge exchange session will share our institutional approach to delivering anatomy within a blended veterinary curriculum, present student-reported perceptions of transferable skill development, and explore practical and strategic challenges associated with sustaining dissection.

Curriculum design, including integration of dissection, prosection, models and virtual anatomy resources across the foundation phase will be described. Perceived impacts of practical anatomy on spatial reasoning, teamwork, professional identity formation, emotional resilience, ethical awareness and manual dexterity will be shared. Operational considerations including cadaver acquisition, sustainability planning, staff workload, cost pressures, and risk mitigation strategies in the context of sector-wide resource constraints will be explored.

Evaluation, Outcome and Impact: Students consistently value dissection classes and associate these with enhanced learning whilst appreciating complementary modalities to support revision.

Discussion: Using a range of methods for anatomy education caters for different learning preferences. Beyond anatomy learning dissection specifically improves student professional development in areas such as teamwork and instrument handling and emotional development. However, maintaining dissection requires ongoing institutional commitment, ethical transparency, and adaptive resourcing models.

This session aims to facilitate sector-wide dialogue about the educational value and future sustainability of dissection in veterinary programmes. Attendees will be invited to reflect on how transferable skill development is evaluated in their own curricula and to share strategies for balancing pedagogical value with logistical realities.

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Development and Application of a Low-Cost Neonatal Canine Simulator for Teaching Essential Clinical Skills

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Introduction: Hands-on training in small animal neonatology is essential for ensuring learner competence in procedures performed immediately after birth. However, relying on live animals or cadaveric specimens introduces welfare, ethical, and sustainability concerns. To address these challenges, we developed a reusable neonatal canine simulator that enables students to practice early-life interventions in a controlled, low risk environment.

Summary of work completed: The simulator was collaboratively designed and constructed by the authors and student members of the Theriogenology Club. Built from affordable, easily sourced materials, the model replicates key neonatal anatomy and enables practice of essential clinical skills, including:

- Neonatal resuscitation
- Physical examination: oral and rectal inspection
- Orogastric intubation
- Rectal temperature assessment
- Umbilical cord ligation using hand-ties

- Intraosseous catheter placement

The model was incorporated into structured laboratory sessions on neonatal care, complementing pre lab instruction on resuscitation and physical examination.

Evaluation, outcomes and impact: Students reported increased confidence, improved procedural understanding, and reduced anxiety prior to performing skills on live neonates. Faculty noted more consistent technique and clearer comprehension of the physiologic purpose behind each intervention. The simulator decreased the need for cadaveric materials and eliminated the ethical and logistical challenges of teaching these skills using live neonates, allowing more students to practice repeatedly and safely.

Discussion: This neonatal simulator strengthens our teaching approach by improving student confidence and competence before they encounter real neonatal patients. Because the model supports repeated, low risk practice, students are able to refine essential skills without the need for cadavers or live neonates during introductory training. The simulator's accessible design also offers practical value beyond the teaching laboratory; it has potential applications in client education for demonstrations of at home skills such as temperature assessment and safe tube feeding. Its durability and low cost make it a feasible addition to our instructional resources, supporting welfare focused and economically responsible clinical skills training within our program.

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Development and validation of an equine distal limb nerve block simulator for training veterinary students.

Dr Charlotte Maile¹, Michael Chaplin¹, Dr Alison Prutton¹, Dr Holly Lenaghan¹, Prof Sarah Baillie²

¹University of Surrey, Guildford, UK, ²Bristol Veterinary School, Bristol, UK

Introduction and aims: Investigation of equine lameness constitutes a significant proportion of caseload for equine veterinary surgeons with perineural analgesia routinely used to localise the source of the pain. The performance of regional anaesthesia is considered a day one competency by the Royal College of Veterinary Surgeons and therefore it is essential that new graduate veterinary surgeons receive adequate training to develop competency.

Cadaver-based teaching is commonly employed to teach perineural analgesia due to the complexity of the equine distal limb anatomy and the absence of any commercial models. This study aimed to develop and evaluate a novel teaching model for training veterinary students in equine perineural analgesia.

Materials and methods: The model was developed at the University of Surrey and following development, was assessed for content and construct validity.

Construct validity was evaluated by comparing second year veterinary students and equine clinicians as they performed an abaxial sesamoid nerve block on the model. Performance was blindly and independently evaluated by two experienced equine clinicians using a structured rubric. Total scores (out of 26), global ratings, and time taken were compared between groups.

Content validity was evaluated through the collection of expert feedback on the model's realism, anatomical accuracy and perceived usefulness for teaching. Paired "pre" and "post model use" student confidence ratings for performing the skill on a live horse were also compared.

Results: Experienced clinicians were faster at completing the abaxial sesamoid nerve block skill when compared to veterinary students ($p < 0.0001$, clinicians mean=60.5s, student mean=102.3s) and on average clinicians performed the skill to a higher level than students ($p = 0.2$, Student mean score 23.9 vs clinician mean score=24.7).

Expert feedback on the model was wholly positive with strong agreement with the model's suitability to teach the skill accurately. Student confidence levels at performing the skill were significantly increased after using the model ($p = 0.001$).

Discussion: This novel equine distal limb nerve block model enabled students to develop confidence and competence at performing perineural analgesia without the use of animals. This model presents a sustainable and ethical alternative to the use of cadavers for teaching this important day one skill.

Veterinary students' attitudes toward animal use in veterinary education

Nancy Ngo¹, Rebecca Archer¹, Nanci Bond¹, **John Remnant¹**

¹University of Calgary

Introduction and aims: Veterinary education has historically relied on live animals, cadavers, and biological materials for teaching. However, increasing attention to animal welfare, the principles of Reduce, Replace and Refine (3Rs), and the sustainability of educational practices has intensified scrutiny of how animals are used for teaching. Veterinary students are directly impacted by these practices and play a key role in shaping the future sustainability of veterinary education. This study aimed to explore veterinary students' attitudes toward animal use in education, with a focus on how perceptions of welfare, educational value, and institutional practices influence views on sustainable teaching.

Materials and methods: A qualitative study design was used. Five focus groups were conducted with Dr of Veterinary Medicine students (n = 34) across all four years of study at a Canadian veterinary school in Autumn 2024. Sessions were audio- and video-recorded, transcribed verbatim, anonymised, and analysed using reflexive thematic analysis. Ethical approval was obtained from the institutional research ethics board, and reporting followed established qualitative research guidelines.

Results: Three interconnected themes were identified. Universal Caregiver reflected students' strong sense of moral responsibility toward animal welfare, shaped by personal values, cultural background, and professional identity. A "good" student captured how hierarchical structures, assessment pressures, and fear of reputational consequences led some students to suppress ethical concerns. Educational value highlighted students' critical evaluation of animal use, with negative responses when practices were perceived as wasteful, poorly justified, or lacking transparency. Positive perceptions were associated with clear, relevant learning outcomes, meaningful clinical benefit, use of alternatives such as simulators, and clear communication about animal sourcing and disposal.

Discussion: Veterinary students support animal use when it feels educationally justified, supports animal welfare, and is transparently communicated. Aligning teaching practices with sustainability principles—through refinement of live animal use, replacement where feasible, and reduction of unnecessary animal use—may enhance both student wellbeing and ethical acceptability. Creating structured opportunities for reflection and dialogue may further support students in sustainable animal use.

Friday: 12:00 - 13:00

Short Communications - RAP - Session 9

Applicant and student diversity characteristics at a new veterinary school.

Paul Wood¹, Prof Jim Anderson¹, Christina Cameron¹, Dr Vivienne Mackinnon¹, Dr Pippa Morrison¹, Dr Katie Rudd¹, Nicole Smith¹, Prof Neil Foster¹

¹SRUC, Aberdeen, UK

Introduction: A major ambition of SRUC's School of Veterinary Medicine and Biosciences is to better align applicants and intake with the profession's skills gaps, with an emphasis on those directly relating to Scotland.

The issue of poor retention of veterinary professionals in Scottish rural and remote communities also extends to the education sector, where recruitment and retention of teachers to subjects such as Chemistry, is considered especially challenging. In recognition of this, SRUC has opted to remove the requirement for Advanced Higher Chemistry in an attempt to widen access to veterinary medicine for Scottish pupils. Additionally, we have adopted further contextual criteria related to the Scottish Government's Urban:Rural classification.

An additional pathway to the BVSci programme is also offered to students who successfully pass the Rural Animal Health (RAH) HNC/HND gateway programme to further increase accessibility to the veterinary programme.

Summary of work: Admissions data was analysed to identify if the current SRUC admissions policy lead to an increase in the number of applicants and offer holders from rural and remote areas as well as those meeting other contextual criteria. For the first BVSci cohort, those with no Chemistry at Advanced Higher or A-level and those who undertook the RAH Gateway programme were also considered in relation to their assessment outcomes during the programme.

Evaluation:

2024/25 Entry: 25% remote/rural background, 10% other contextual

2025/26 Entry: 27% remote/rural background, 14% other contextual

2025/26 Applicants: 50% remote/rural background, 31% other contextual

Discussion: Whilst we are still at an early stage of the BVSci programme, initial admission data analysis demonstrates a large proportion of applicants and offer holders meet contextual criteria including rurality. At this stage, the small number of students who have no Chemistry at AH or A-level or have joined via the RAH programme cannot be separated from the wider cohort in terms of assessment outcomes.

Following these students throughout the programme and into the profession will demonstrate whether this admissions approach can successfully answer some of the problems related to retention within the veterinary profession in Scotland.

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What can veterinary schools do to help with rural veterinary recruitment and retention?

Jessica French¹, Angelica Galezowski¹, Heather Ganshorn¹, Robert McCorkell¹, Jenny Weston², Paul Wood³, **John Remnant**¹

¹University of Calgary, Canada, ²Massey University, New Zealand, ³Scotland's Rural College (SRUC), Scotland

Introduction and aims: A persistent shortage of rural veterinarians, particularly those working with food-producing animals, represents a global challenge with implications for animal health, food systems, and rural communities. While broader societal and agricultural changes contribute to this workforce issue, veterinary teaching institutions play a critical role in enabling students to realise their potential to pursue rural career pathways. The aim of this scoping review was to synthesise existing evidence on interventions within veterinary education that support rural veterinary recruitment and retention, and to identify key gaps in the literature.

Materials and methods: This scoping review followed JBI methodology. Searches were conducted in CAB Abstracts, MEDLINE, and Scopus in July 2025. Peer-reviewed English-language studies published from 1970 onwards were included if they addressed rural veterinary recruitment or retention in the context of veterinary students. Data were extracted into Microsoft Excel and analysed descriptively, with findings categorised by study type and thematic focus.

Results: Thirty-nine studies met the inclusion criteria, the majority of which were cross-sectional survey studies. Four primary areas of institutional intervention were identified: outreach activities, admissions processes, mentorship, and academic programming. Livestock exposure prior to and during veterinary training was consistently associated with student interest in rural practice, highlighting its relevance for outreach initiatives and admissions strategies. Mentorship and extramural clinical experiences were identified by students as critical for developing technical competence, confidence, and professional identity. Species-specific academic programmes, particularly bovine-focused electives, were described; however, evidence directly linking such initiatives to long-term rural workforce outcomes was limited.

Discussion: Veterinary teaching institutions have multiple opportunities to support students in realising their potential to pursue rural veterinary careers. However, the existing evidence base is largely descriptive, with a notable lack of longitudinal and outcome-focused evaluations. Future research should prioritise robust assessment of educational interventions to determine which strategies most effectively support sustainable rural veterinary recruitment and retention.

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Candidate Perceptions of Multiple Mini Interviews in a New Veterinary Programme: The Role of Physical Environment in Admissions Assessment

Dr Edlira Muca¹, Dr Emma Ormandy², Prof Kieron Salmon², Bernadette Mushing¹, Dr Ammarah Gani¹, Dr Moahmed Abdelmegeid¹, Dr Mahmoud Hussein¹, Dr Mahmoud Mohamadin¹, Dr Ludwig Botchway¹, Dr Rabiha Seboussi¹

¹College of Veterinary Medicine, University of Al Dhaid, Al Dhaid, United Arab Emirates, ²School of Veterinary Sciences, University of Liverpool, Liverpool, UK

Introduction and aims: Multiple Mini Interviews (MMIs) are widely used in veterinary admissions to assess non-cognitive competencies such as communication, professionalism, and ethical reasoning [1-4]. While their psychometric properties are well established, limited research has examined how the physical interview environment influences candidate experience and performance. This study evaluated candidate perceptions of an in-person MMI conducted during the inaugural admissions cycle of a newly established veterinary programme in the United Arab Emirates, developed in partnership with the University of Liverpool.

Materials and methods: A ten station circuit was implemented in a purpose designed academic building characterised by natural light, open spatial organisation, and acoustically separated interview pods. Following the MMI, candidates (n = 37) completed an anonymous questionnaire comprising 16 Likert-scale items and open-ended questions addressing clarity, organisation, fairness, environmental comfort, and overall experience. Descriptive statistics and internal consistency analyses were performed, alongside thematic analysis of qualitative responses.

Results: Mean scores across all items ranged from 4.65 to 4.97, with low variability, indicating high levels of satisfaction. The perception scale demonstrated good internal consistency (Cronbach's $\alpha = 0.80$). Items relating to professionalism, environmental impression, and global satisfaction were among the highest rated. Qualitative feedback highlighted supportive staff, clear organisation, and a calm, welcoming environment as key strengths. Candidates frequently reported that the physical setting enhanced focus, confidence, and authentic self-expression.

Discussion: These findings suggest that well-designed physical environments may contribute meaningfully to psychological safety, perceived fairness, and candidate performance during high-stakes admissions. This case study demonstrates the successful transfer of an established UK MMI model to a Middle Eastern context while preserving psychometric integrity and enhancing candidate experience. The results offer practical guidance for institutions designing admissions processes in new or evolving veterinary programmes.

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To ask or not to ask? Pay progression and salary negotiation in the veterinary profession

Rachel Williams¹

¹Cardiff University, Cardiff, UK

Introduction and aims: Graduate starting salaries for veterinary professionals are among the highest of all disciplines, second only to medicine and dentistry (HESA, 2025). However, six years after graduation, the salaries of female veterinary graduates are only 16% higher than the average for employees without any degree, whereas the salaries of female medical graduates are 75% higher (The Social Mobility Commission, 2024). While starting salaries are competitive, progression appears limited. This study explores veterinary surgeons' attitudes towards their salaries and remuneration packages, examining whether they negotiate pay increases and how effective these negotiations are. As low pay is frequently cited as a factor in poor retention (Ryan et al., 2022), this presentation considers whether negotiation skills should be incorporated into the veterinary curriculum.

Methods: This presentation draws on an ongoing longitudinal study of 25 veterinary surgeons (vets) who qualified in 2021. Over 130 semi-structured interviews have been conducted across six rounds, with the most recent taking place after participants completed four years in practice. Interviews explore career progression, workplace experiences, and perceptions of pay and professional value.

Results: After three years in practice, salaries ranged from £38,000 to £52,000, with both the highest and lowest being reported by vets working in independent practices. Participants were broadly satisfied but felt underpaid relative to other professions requiring similar levels of education and responsibility. Several noted that high earnings had not motivated their career choice. Only two participants negotiated their salaries, both securing substantial increases. Others expressed interest in negotiating but cited a lack of confidence as a barrier. Further data will be collected prior to the conference.

Discussion: Although veterinary salaries are initially competitive, this advantage diminishes over time, contributing to attrition (Arbe Montoya et al., 2021). While participants were interested in negotiating salary increases, many lacked the confidence to do so. This suggests value in embedding negotiation training within the professional skills curriculum. Evidence indicates such training enhances confidence and promotes constructive conflict management (Taylor et al., 2008). As pay progression is cumulative, early-career confidence in articulating personal contribution and worth may be critical to long-term financial progression and retention.

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Workshop - Developing a Neurodiversity Toolkit for staff and students

Developing a Neurodiversity Toolkit for staff and students

Dr Sabine Töttemeyer¹, Dr Karen Moore², **Dr Kirstie Pickles**³

¹School for Veterinary Medicine and Sciences, University of Nottingham, UK, ²Bristol Veterinary School, University of Bristol, Bristol, UK, ³Harper & Keele Veterinary School, UK

Objectives:

- Identify your own knowledge of support for Neurodivergent vet students
- Evaluate a Neurodiversity toolkit pilot
- Identify FAQs for Neurodiversity toolkit

Introduction: Neurodiversity refers to the natural variations in human neurological function, which can manifest in a wide range of conditions. The Royal College of Veterinary Surgeons' 2024 Survey of the Professions reported 14% of its registered veterinary surgeons and 20% of its veterinary nurses identified as neurodivergent. Although the prevalence of neurodivergent veterinary students is unknown, in the 2021–2022 academic year, 18.4% of UK veterinary students disclosed a disability, similar to the rate of 15.9% of all UK higher education students [1]. Students with neurodivergent (ND) conditions are impacted in day-to-day life, facing considerable challenges navigating higher education, leading to frustration, low wellbeing, and contributing to mental health conditions [2]. It can be challenging for teaching staff and neurodivergent students to navigate support that is available within and outside the vet schools and universities. We are currently developing a Neurodiversity toolkit that aims to address some of these challenges. The aim is to share this with all UK vet schools, and this workshop is an opportunity to contribute to and shape this toolkit.

Current sections include:

Introduction

- Glossary with key terminology
- Vet Student Voice – [blogs, challenges and strategies]
- Neurodiversity within the veterinary profession
- Tips for inclusive teaching
- Supporting ND students at vet school [for vet school specific local information]
- Published key literature: vet student specific or teaching related
- Frequently asked questions (FAQ)

Summary of workshop:

- Brief introduction to neurodiversity and the toolkit
- Group discussion to explore knowledge of supporting ND vet students, key challenges experienced, and ease/challenge of signposting to resources
- Demonstration of toolkit pilot
- Group discussion on additional features, vet school specific local information and content of FAQ section

Target Audience: Veterinary educators and students

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RAP - Posters - Session 9

Integrating Equality, Diversity, and Inclusion into the Veterinary Curriculum: A Multidimensional Approach at UCD

Dr Marion Ryan¹, **Prof Stephen Gordon**¹, Eimear Burkley¹, Dr Renagh Kelly¹, Mark McCorry¹, Dr Emmet Kelly¹, Dr Pamela Kelly¹, Prof Emma O' Neill¹, Dr Diane Cashman¹, Associate Prof Sue Rackard¹

¹School of Veterinary Medicine, University College Dublin, Belfield, Dublin 4, Ireland

Summary and evaluation: The integration of Equality, Diversity, and Inclusion (EDI) into veterinary education is essential, however, it presents logistical challenges within an already dense curriculum. The School of Veterinary Medicine (SVM) at University College Dublin (UCD) has adopted a multifaceted strategy to embed EDI using a progressive curricular model. Timetabled EDI-related learning is blended throughout the degree programme, building upon prior learning and aligning closely with professional competency development. Areas explored include, dignity and respect, informed consent, wellbeing, stress management, placement preparation and career resilience.

Faculty development is central to this strategy; staff are encouraged to earn “digital badges” in EDI ambassadorship and Universal Design for Learning (UDL). Furthermore, the Professional Certificate in Veterinary Education (VEC) delivered within SVM by the UCD Academic Centre for Veterinary Education provides bespoke training showcasing embedded UDL to support diverse participant groups (faculty, academic clinicians, technical staff, veterinary practitioners and nurses).

The Veterinary EDI Committee further promotes inclusion through student-staff events, such as Pride celebrations, sustainability initiatives, and community gardening projects.

Staff engagement is evidenced by participation in professional development: in 2025, 17 staff (5 male, 12 female) completed the VEC programme, 16 (6 male, 10 female) have achieved EDI ambassador status and 25 (5 male, 20 female) have earned UDL “digital badges”. Locally inspired research outputs have to date focused on support for self-regulation, autonomy and transition, UDL, Clinical extramural studies and interprofessional education. While research outputs relating to the wider Veterinary Profession focuses on structural frameworks for assessment, curriculum integration and global professional standards.

The SVM utilises multimodal approaches, including readily available online learning resources, summer research projects (15 posters and 11 presentations, 2025), and the weekly "VetPAL" Clinical Skills peer-mentoring program (~20 students attending per week).

Discussion: Overall, our approach demonstrates that meaningful integration of EDI within veterinary education can be achievable and sustainable when embedded throughout the curriculum, extra-curricular activities, and staff development. This enables students to experience EDI authentically as an integral component of their veterinary training. This model supports the UCD University for All agenda, offering a transferable framework for embedding EDI within other intensive professional programmes.

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Addressing the gender imbalance in Veterinary Medicine

Dr Vivienne Mackinnon¹, Prof Jim Anderson¹, Christina Cameron¹, **Paul Wood**¹

¹SRUC, Aberdeen, UK

Introduction: Improving equity, diversity and inclusion is a key challenge for the veterinary profession in the UK. A veterinary workforce should mirror society and the first step towards that is to increase diversity at the point of entry to the profession. The Veterinary Schools Council report 'Towards a Fairer Future' (2024) analysed UCAS data on a range of indicators for applicants and confirmed that there is a significant lack of diversity.

Notably, the gender split of applicants (and offer holders) is 80% female/20% male, and whilst various initiatives exist to support applicants from different ethnic and socioeconomic backgrounds, none address the stark gender bias in veterinary medicine.

Further background information on a gender specific approach to supporting applications was gathered via an initial meeting with the University of Strathclyde's Faculty of Engineering who have two established outreach programmes to encourage girls into engineering: Young WEIR-WISE: Discovering Engineering for S2 girls' and 'Engineering the future for girls in S3'.

Summary of work: SRUC School of Veterinary Medicine and Biosciences is running an outreach programme aimed at boys (S3; 13-14 years old) to encourage them to consider veterinary medicine as a career, modelled on Strathclyde's successful approach with girls and Engineering.

The event for S3 boys will aim to myth bust perceptions of the vet school application process and life as a veterinary surgeon, providing practical, hands-on experience of veterinary activities and opening up opportunities for boys to consider a veterinary career.

A pilot will take place in Spring 2026, with up to 30 boys and run as a non-residential course over 3 days.

Members of staff, student mentors, local practitioners and industry partners will provide a range of activities over the three days, including short talks, practice visits, interactive group discussions and practical classes.

The application process will be in line with other schemes requiring a short expression of interest and a teacher reference.

As the event is yet to be held, outcomes and discussion are not possible at this time. By the time of VetEd 2026 the event analysis will have been completed for inclusion in the e-Poster.



The process of implementing universal design for veterinary OSCEs

Dr Rhiannon Wood¹, Dr Avice O'Connor¹, Ms Kathy Challis¹, Dr Helen Duncan¹, Dr Alison Hayes¹, Prof Anna Hollis¹, Prof Kate Hughes¹, Kim Levens¹, Daniel McFarlane¹, Samantha Stevens¹, Tina Walker¹, **Dr Hannah Wong**¹

¹University of Cambridge

Introduction: We describe the process of implementing elements of universal design into veterinary OSCEs at the Department of Veterinary Medicine, University of Cambridge.

Summary of work completed: Team preparation: The primary work informed and aligned the understanding and expectations of universal design within the OSCE team via a round table event with the OSCE team and experts from the University's Accessibility and Disability Resource Centre (ADRC). This had the dual purpose of teaching the OSCE team best practice in universal design and informing ADRC staff about logistical constraints of our examinations. The application of universal design to our examination was planned in subsequent OSCE team meetings.

Applying universal design: We chose to adapt the existing examination structure rather than creating a new exam format. Universal design changes implemented were pre-reading time before each circuit, rough paper in pre-reading and stations, and built-in 25% additional time more than expected task duration: 6 minute task examined in 8 minutes. One-

to-one meetings between staff and students to discuss individual adjustments were still available, as had been successfully provided in previous years.

Communication to students: The ADRC highlighted that communication with students, especially those with specific needs, is essential to the success of implementing universal design. Communications included in-person lecture with Q&A, examination handbook, information sheet, and on-demand one-to-one student meetings.

Evaluation, outcomes and impact: Students Support Documents now include OSCE adjustment guidance tailored to our context.

Station writing has a greater focus on expected task completion time, with adaptations to station structure and mark schemes to optimise competency assessment while removing non-essential tasks.

Early impact includes improved shared understanding of universal design within the OSCE team and increased confidence in addressing student questions about fairness and reasonable adjustments (Duncan & Purcell 2020). The impact of these changes will be reviewed after the 2026 examination.

Discussion: The universal design alignment meeting with the ADRC created shared foundational knowledge in the OSCE team. Students who expressed concerns about universal design changes frequently did so in ad hoc discussion, so the team-wide depth in understanding was valuable in providing prompt reassurance and clarification to students.

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A study into attitudes and approaches to adaptations for veterinary students with ADHD in a UK veterinary school

Sophie Ponter¹

¹Harper and Keele Veterinary School, Keele, Unite

Introduction and aims: Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental condition with a global prevalence of 2.5-6.7% (Bogdańska-Chomczyk et al, 2025). 14% of veterinary surgeons identified as neurodiverse in the Royal College of Veterinary Surgeons 2024 Survey of the Professions, and there is a dearth of more ADHD-specific evidence in qualified vets and students alike (Pickles and Hollis, 2024) (Pickles et al, 2025). The aims of the study are to identify current strategies being deployed in a UK dual-site veterinary school to support students with ADHD, including gaps in support, novel support structures and adaptations, and opportunities for further development and research.

Materials and methods: A pilot questionnaire-based investigation via Microsoft Forms, exploring the experiences of veterinary students with a diagnosis or self-diagnosis of ADHD, within a dual-site UK-based veterinary school. The questionnaire will examine both general pre-emptive strategies employed by staff, and more specific needs-based individual and small-group adaptations. The questionnaire will invite response from academic, professional and technical staff, and students from each year of study, to represent a more complete student experience.

Considerations when creating the questionnaire will include mitigating non-response and self-selection bias through effective questionnaire timing and careful use of language in the invitation, and of mitigating response bias through careful creation of neutral questions. The results will be processed via thematic analysis.

Results: Results will be presented descriptively using a Universal Design for Learning framework focussing on the UDL themes; engagement, representation, and action and expression. This will identify areas of good practice, of inconsistency, and barriers

Discussion: Anecdotal interactions with students and staff demonstrates a range of understanding of ADHD, and of approach to determining and implementing appropriate adaptations. This research will act as the starting point for a more rigorous, evidence-based and people-centred approach to adaptation for veterinary students with ADHD, from individual level up to school and potentially beyond. Follow-up opportunities will invite other interested parties to collaborate, including invitation to focus groups and the development of quantitative research opportunities, together with exploring cross-institutional work and potential for national-level data gathering.

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Stories of a New Vet School: A Pedagogical Action Research Project

Jenny Powell¹

¹HKVS, Keele, UK

Introduction and aims: Harper and Keele Vet School (HKVS) opened in 2020. Widening Participation is a key aim under the 'Realising all Potential' strategic theme. In many areas, HKVS is achieving greater student diversity compared to the sector average. A pedagogical 'action-orientated' research approach was taken to explore the experiences of these students.

Summary of work completed: Convenience sampling was used to recruit eight students from a range of non-traditional veterinary backgrounds. Semi-structured interviews lasting 30-60 minutes were conducted, with questions including "What was your journey to HKVS?", "Have you felt supported at HKVS?" and "What challenges have you faced?". Transcripts were reviewed using an iterative approach to identify basic themes.

Evaluation, outcomes and impact: Various themes emerged:

Belonging: Participants had a sense of belonging, valuing the friendly atmosphere and support provided by Clinical Teaching Fellows, Preceptors, and Academic Mentors. Preceptor coaching was life-changing for some.

Mentoring: This influenced consideration of the profession, application to Vet School, and provided a source of support during the course.

Career advice: Not being classic 'A* students' often resulted in negativity from Teachers and Careers Advisors when expressing an interest in pursuing Veterinary Medicine. Retrospectively, all participants could appreciate the benefits of their alternative pathway.

Discussion: Students' sense of belonging is something to celebrate and champion at HKVS. To enhance this, the School now offers coaching to Partner Practices and HKVS staff, equipping more people with these valuable, supportive skills. Mentoring provides great support. A student-led mentoring scheme is in place for current students. Increasing staff awareness and signposting of this resource would help. Also, developing options for prospective students could be especially beneficial for marginalised students.

The concept of a 'squiggly career' is being championed in the veterinary profession; extending this idea to Vet School entry could encourage further diversity. Participation in events for local Careers Advisors and Teachers is planned to target perceptions in these groups.

Exploring lived student experience is vital in gaining insight. Recognising and sharing our successes, whilst also developing a deeper understanding of challenges, supports continuous improvement and ensures that students feel heard and well supported.

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Incorporating Virtual Reality into point of care ultrasound (POCUS) teaching during clinical rotations.

Charlotte Fenn¹, Emily Bowcock¹, Laura Cole¹, Karl Hugo Jerker Swanstein¹

¹The Royal Veterinary College, London, UK

Introduction: As part of the Primary Care Clinical Skills rotation, we deliver a one-hour point-of-care ultrasound (POCUS) session designed to provide hands-on scanning experience. The session enables students to work in small groups to practice ultrasound skills. Using POCUS as the framework allows students to focus on standardised scanning points that can be readily applied in first-opinion practice.

Summary of work completed: This session is undertaken by all final-year students. This year, we introduced a "pre-live animal" element, giving students time to practise probe handling and become familiar with ultrasound machines before scanning live dogs.

We have also incorporated virtual reality (VR) headsets into the session. After scanning live dogs, students practise cardiac POCUS using VR. This enables them to refine technique without time pressure or concern about patient compliance, and allows multiple students to scan simultaneously. The VR platform includes anatomical settings that display cardiac anatomy alongside corresponding ultrasound images, supporting spatial understanding and image interpretation.

Evaluation: Feedback has been overwhelmingly positive. Students value dedicated, focused time to develop scanning skills with direct veterinary guidance. Previously, they expressed a desire for more practice time. The addition of VR aims to address this by extending hands-on experience without increasing reliance on live animals, for whom prolonged scanning sessions can be tiring and less productive.

Outcomes and impact: The session improves student confidence in probe handling, image acquisition, and machine controls. For many final-year students, this represents their first supervised opportunity to practise ultrasound scanning with real-time feedback. VR integration further enhances skill development by allowing extended practice and deeper anatomical understanding.

Discussion: Integration of VR into this session supports skills development while reducing dependence on live animals. We are currently conducting a study to evaluate whether VR-based teaching influences students' ability to acquire cardiac images on live animals compared with traditional live-animal instruction.

References:

McDonald, C., Barfield, D. and Cole, L., (2023). Assessing primary care veterinarians' use of and confidence in performing point-of-care ultrasound. *Veterinary Record*, 193(8).

DeFrancesco, T. and Royal, K., (2018). A survey of point-of-care ultrasound use in veterinary general practice. *Education in the Health Professions*, 1(2), pp.50-54.

Short Communications - TTC Session 9

Designing Together: A Collaborative Framework for High-Fidelity Case Development in Veterinary Education

Dr Rachel Halsey¹, Dr Jeffrey Abbott¹

¹Washington State University, Pullman, United States

Introduction: The Diagnostic Challenge (DC) at the Washington State University College of Veterinary Medicine is a long-standing, high-fidelity clinical simulation that immerses second-year veterinary students in authentic diagnostic reasoning. A foundational component is its extensive case library, approximately 200 cases. New cases are developed each summer through an independent study course in which rising third-year students work under the guidance of advisors and content experts. Established in 1997, this process has evolved into a collaborative model that brings together students, faculty advisors, alumni practitioners, consultants, and DC leadership. This structure provides shared expertise, co-creation, and instructional partnership supporting the development of clinically rich, educationally sound simulation experiences.

Summary of work completed: Each summer, 6–15 rising third-year students work individually or in pairs to develop new or revised cases. The course has three group meetings, beginning, middle, and end, offering formative feedback and shared problem-solving. Between these checkpoints, students meet with their advisor(s) weekly to refine clinical accuracy, reasoning pathways, and instructional design.

A defining component is the breadth of collaboration across advisor roles and professional backgrounds. Students are paired with CVM faculty and private-practitioner (alumni) advisors, creating a rich advisory network that blends academic, clinical, and industry perspectives. Another defining feature is engaging external consultants, including public health and state veterinarians, journalists, bilingual experts, and clinical specialists from across disciplines.

Evaluation, outcomes and impact: Students consistently describe consultant and advisor interactions as valuable, citing improved confidence, clearer clinical reasoning, and a deeper understanding of interdisciplinary collaboration. Advisors report improved case quality, more consistent instructional design, and stronger alignment with current standards of practice. The collaborative structure builds community across academic, clinical, and industry partners, many of whom return annually. The resulting cases support increased experiential learning for facilitators and future cohorts, amplifying the reach and impact.

Discussion: The DC case-development program is a structured, collaborative framework which enriches simulation design, strengthens partner engagement, and empowers students. By integrating students, faculty advisors, alumni clinicians, consultants, and program leadership into a shared design process, the model illustrates the power of collaboration to sustain innovation, deepen authenticity, and build a vibrant educational community.

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Veterinary Detectives. Teaching Clinical Deductive Reasoning in Collaboration with The School of Law and Policing

Dr Rebecca Littler¹,

Eddie Thistlethwaite¹, Dr Jolyon Faro¹

¹University of Lancashire, Preston, UK

Introduction Case management is a RCVS day-one competency, requiring clinical deductive reasoning. Without effective case management strategies struggles with complex cases and contextualised-care provision may result. Deductive reasoning therefore needs early introduction into clinical teaching.

The Problem Based approach to clinical deductive reasoning requires; in each case what problems present, where/which body system is involved and why problems occur are considered (Maddison 2022). A differential diagnostic list is deduced and diagnostic tests selected based on strength of evidence. It is challenging to teach this without prior clinical knowledge; however it has similarities to criminal investigation. The School of Policing (SOP) teach evidence-based decision-making models, NDM. (Jang 2025).

Summary We aimed to introduce deductive reasoning as initiation of clinical teaching. In collaboration with SOP clinical students were introduced to deduction and evidence collection. Students worked through a criminal case (a murder), identifying if and where a crime was committed and evidence collection. Decision making was guided, (including under pressure and potential bias), progression required critical appraisal of evidence and deduction based on incomplete knowledge. This allowed teaching of deductive reasoning without clinical knowledge.

Subsequently a problem-based approach to Veterinary clinical teaching was employed. Each week a case was used to introduce the week's subject. Students identified clinical problems and used evidence from literature, history and examination to deduce differentials. The problem list guided clinical investigation and treatment based on evidence appraisal. Authentic clinical-pathological, imaging and biopsy results were used.

Evaluation Low-stakes evaluation of understanding with peer and instructor feedback was employed during each case-based session. Formative and summative assessments were undertaken in each Semester. At first students struggled and requested directional teaching. Improvement was demonstrated at each assessment, with all students able to progress part to full way through case-based questions using deduction.

Discussion. Studies in Human Medicine show problem-based learning using clinical case material is effective in undergraduate teaching (Gasim et al 2024, Tsekhmister 2023). In our study combined with early introduction of deductive reasoning, learning was authentic, balanced and allowed practice of clinical skills. Subject specific knowledge was not supplanted but areas of resilience, resourcefulness and reflectiveness were constructed.

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Client volunteer identity, psychological safety, and the limits of authenticity in simulated communication training

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Introduction and aims: Effective communication is a core competency in veterinary curricula, yet the conditions that make communication skills training genuinely effective, particularly the role of the simulated client, remain under explored. The R(D)SVS has developed a distinctive programme in which real volunteer veterinary clients, rather than paid actors, participate in simulated consultation scenarios with students. Our project explored the motivations and experiences of client volunteers and the reciprocal experiences of 3rd and 4th year students engaging with them in classes. This paper reports an analysis of what the volunteer model produces pedagogically, and the challenges it presents.

Materials and methods: Initial student perspectives were captured through questionnaires. Semi-structured interviews with client volunteers and a student focus group were analysed using reflexive thematic analysis. Analysis proceeded inductively across both datasets, with particular attention to the points of resonance and tension between them.

Results: Volunteer data reveals that participation functions as identity work: volunteers draw on professional expertise, lived experience, and personal veterinary histories to make scenarios epistemically richer than scripted performance can achieve.

Student data confirms the value of authenticity, but reveals complications with psychological safety (Edmondson, 1999). This has led us to enhance the training to support client volunteers to navigate this tension and develop their teacher identity.

Discussion: This study highlights the unique challenges and benefits of educational collaboration with stakeholders in veterinary education and acts as a counter-position to the standardised simulated patient/actor model. The volunteers' distinction between knowledge types rather than performance quality is a factor that differentiates the volunteer model from paid actor alternatives. Sustained engagement is driven by identity investment and social belonging in equal measure, with implications for how this relationship is managed collaboratively over time. Both datasets converge on a productive tension: without sufficient scaffolding, volunteer improvisation that exceeds pedagogical boundaries erodes the conditions under which students can take the risks that learning requires. Students and volunteers alike identify this threshold, but locate it differently. That gap is itself a finding, with direct implications for volunteer preparation, session design, and the graduated development of communication competence across year groups.

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Listening to the Student Voice: Investigating medicine and veterinary medicine student and staff perspectives on curriculum co-creation at the University of Nottingham.

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Introduction and aims: Within higher education, there is a developing interest in Student Voice (SV), engagement, and Co-creation. Co-creation is a concept involving collaboration between staff and students to shape a curriculum. Students can provide valuable perspectives on the reality and experience of a taught curriculum; however, emerging research highlights how students, as a resource, are underutilised in higher education. Co-creation brings together unique, yet comparable expertise, serving as a foundation for strengthening the SV.

Co-creation is gaining momentum in dental and medical education, but is less developed in veterinary education. As medical education continues to evolve, recognising students as equal partners, not “consumers”, aligns with utilising the SV.

Barriers, such as professional regulation and disrupting the “traditional” staff-student relationship, can hinder co-creation. However, once addressed, student-staff partnerships can attract new ideas and highlight views of underrepresented groups. This research aims to identify recommendations for strengthening the SV through co-creation at the University of Nottingham.

Materials and methods: To explore perceptions of the SV within medical sciences, three participant groups were recruited: Veterinary Staff, Veterinary Students and Medical Students. Focus groups have been completed with Veterinary Staff (n = 7), Veterinary Students (n = 7) and Medical Students (n = 2). Inductive, collaborative coding was employed to improve research rigour and to reduce potential bias. A constructivist approach was adopted alongside reflexive thematic analysis of focus group discussions, focusing on individuals’ interpretation of experience to elicit meaning from the data.

Results: Preliminary findings describe co-creation as a positive, useful strategy at the vet school, which relies on transparent communication from all parties; both populations emphasised the importance of the staff-student relationship and reported concerns over co-creation not representing the student body. Staff felt campus culture was crucial to promote co-creation projects, whilst students felt they lacked the qualifications to co-create.

Discussion: This study has provided insight into barriers and facilitators of impactful co-creation projects, revealing the challenges of co-creation in a medical programme. The findings of this research will be used to generate a toolkit to promote co-creation as a method of amplifying the SV for a variety of stakeholders.

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Workshop - Top tips for the development and quality assessment of a Veterinary educator training program

Top tips for the development and quality assessment of a Veterinary educator training program.

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Objectives (SMART)

1. Identify the core needs and challenges in designing an educator training program
2. Define key indicators of quality in educator training programs.

Introduction: As the focus of veterinary education moves towards workplace-based assessment within partner practices, we need to ensure that clinicians who teach students are equipped with the necessary skills and attributes to perform these key tasks. This workshop will use a collaborative approach to explore the support needed by clinicians to transition from clinician to educators and how the quality of educator training could be measured. We hope to publish the outputs from this workshop, and delegates will be asked for permission for their input to be used in the research.

<https://app.onlinesurveys.jisc.ac.uk/s/surrey/invitation-to-help-with-educator-research>

Summary of workshop (content and structure): This workshop will collate ideas from those involved in workplace-based education. It has two themes

1. How to design an ideal educator training program to fit around the needs of the busy clinician.
We will ask what an ideal training program looks like and the barriers to developing and participating in a program. We will share ideas on what we have learned and suggest improvements for future development.
2. How to quality assure your educator program.
We define quality assurance and its importance. We will explore ways how to evidence this and how we can benchmark our program.

We aim to publish workshop outputs. Delegates will be asked for permission for their input to be used in the research.

<https://app.onlinesurveys.jisc.ac.uk/s/surrey/invitation-to-help-with-educator-research>

Target Audience Additional Workshop information: Clinical educators and those involved in ensuring standards of workplace-based teaching

Delegates will upload their thoughts onto Padlet.

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Short Communications - SIE Session 9

Using Team-Based Learning to Explore Sustainability, Equity, and Access to Care, aka the 'True Cost' of Veterinary Care

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Introduction: Veterinary medicine is increasingly shaped by environmental change, social inequities, and economic pressures that influence animal health, access to care, and professional practice. Preparing graduates to respond to these challenges requires educational strategies that integrate sustainability into clinical decision-making. The triple bottom line, developed in business to assess organizational performance across environmental, social, and economic domains, offers a structured approach for examining the “true cost” of professional decisions. This presentation describes the implementation of a team-based learning (TBL) module that incorporates the true cost framework within a preclinical veterinary curriculum.

Summary of work: TBL structures content delivery through pre-work, readiness assurance testing (RAT), and group problem-solving. Before class, 2nd-year students completed readings, videos, and an individual RAT on Veterinary Sustainability Goals (a profession-specific adaptation of the United Nations Sustainable Development Goals), the triple bottom line ('true cost') model, five operational domains for sustainable practice, the Veterinary Green Theatre Checklist, and how social, economic, and environmental systems shape animal health and wellbeing. After taking the team readiness assurance test in class, student teams tackled a public health issue in an isolated indigenous Alaskan community and explored the true cost of services in an urban practice.

Evaluation, outcome and impact: Students quickly learned the true cost framework and applied the concepts to real-world scenarios. Assessments and classroom discussions demonstrated integration of sustainability language and reasoning into clinical decision-making.

Discussion: The true cost framework can be effectively embedded in diverse contexts at various stages of training, fostering sustainability in veterinary education.

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A First Step in Introducing Sustainability to a Veterinary Nursing Curriculum.

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Introduction: Global environmental change is a significant contemporary threat to animal and human welfare, and every industry or profession should act against it (BVA, 2024). However, the veterinary professions have a particular duty because of their One Health and Animal Welfare obligations (BVA, 2024). Therefore, it is important to prepare Veterinary Nursing students to enhance sustainability within their work. Ideally, sustainability would be embedded in every module, but this takes time. Therefore, faculty in the University College Dublin (UCD) BSc Veterinary Nursing programme designed a tutorial as a first step towards adding sustainability to their curriculum.

Summary of work completed: An active learning, group work tutorial was recently designed for incorporation into a new Stage two professional skills module (VNUR20380 Professional Practice II) and will be delivered in April 2026. The tutorial will apply the principle of situated learning and run for 110 minutes. Following a short presentation introducing sustainability principles, students will be divided into small groups (of 4-5 students), to focus on an allocated area of the veterinary practice (reception, consultations, surgical suite, hospital area, or diagnostic imaging/laboratory area). The learning activity involves thinking back to their clinical placements, discussing daily tasks associated with their allocated area, and identifying targets and actions for improving sustainability. Each group will be required to create a poster summarising their findings and share key findings with the rest of the class (both orally and by online submission of their poster). Resources will be available to use, including material from Vet Sustain and the British Veterinary Association, and suitable journal article(s). Finally, the class will close with a summary, an outline of further actions that students could take for sustainability, and student supports for climate anxiety.

Evaluation, Outcomes, Impact & Discussion: Following delivery of the tutorial, the lecturer/author will reflect on the session, including the following aspects: Did students meet the learning outcomes? Did they identify existing areas of good practice in veterinary sustainability? What themes emerged during the discussions? Did students realise that they have some control over improving veterinary sustainability?

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