

PRE-CONFERENCE WORKSHOPS

Wednesday 8th July

Veterinary Education Centre, Harper Adams University

WORKSHOP 1 (Full Day)

Title: Designing and Manufacturing a Feline Thoracocentesis Model

Facilitators:

- **Andrei Stefan**, Teaching Fellow in Veterinary Anatomy & Physiology, HKVS

Aim: To equip participants with the foundational skills and understanding of processes necessary to design, 3D print and manufacture a bespoke clinical skills model for veterinary simulation.

During this full day hands-on and highly interactive workshop, delegates will go through the iterative process of designing, developing and creating a 3-D printed model to simulate feline thoracocentesis.

Objectives:

- Translate real-life feline anatomy, tissue layers, and fluid mechanics into a conceptual model design, identifying exactly what physical characteristics must be replicated for effective clinical training.
- Gain hands-on practice in digital drawing, 3D printing, and silicone manipulation to successfully fabricate, cast, and assemble the final functional trainer.

Capacity: Due to resource and consumable requirements, this workshop has a strict limit of 12 spaces

MORNING WORKSHOPS (09:30 – 12:00)

WORKSHOP 2

Title: Coaching in Higher Education within Veterinary Context. Empower your teams, your students and most importantly yourself in your role.

Facilitators:

- **Lorien Waterer**, Teaching Fellow in Veterinary Professional Development (Professional Preceptor), HKVS

Coaching is a central tenet of our approach to student professional development at Harper & Keele Vet School, with the Veterinary Professional Preceptor team leading the way in integrating coaching conversations into the student experience. But what about us, our teams and the wider faculty? We are all leaders in higher education and are expected drive results, but at times without much guidance. Discover why coaching could be the answer to help us lead ourselves, our peers and our students. Delegates will explore coaching models, practice coaching conversations and learn how coaching can enhance practicality in your role as an educator.

WORKSHOP 3

Title: VetEd Inclusivity World Café Workshop

Facilitators:

- **Kirstie Pickles**, EDI Lead, HKVS
- **Vicki Waring**, Senior Lecturer in Veterinary Sciences & Programme Director

1. Introduction (10 minutes)

- Welcome and purpose
- Why inclusion matters in veterinary education: diverse workforce, team cohesion, psychological safety, patient safety, retention, and student success
- Ground rules, respect, confidentiality, curiosity

2. World Café style discussion (90 minutes)

- Participants share experiences, identify structural barriers, and propose actions to strengthen equity, diversity and inclusion (EDI) in veterinary education.
- World café format: Participants rotate through 4 x 20 min table discussions focussing on Disability, Neurodiversity, Race, Religion to discuss examples of inclusive practice, barriers for students and/or staff and suggested actions

3. Action Planning (30 minutes)

- Each table feeds back key points to whole group
- Group co-designs an Inclusive Vet School Charter

WORKSHOP 4

Title: An interactive route to articulating the issues around criteria for student assessment

Facilitator:

- **Emily Chapman-Waterhouse**, Principal Lecturer in Student Academic & Professional Development, Harper Adams University

Summary of the workshop

We invite VetEd 2026 delegates to join us for a highly interactive staff development workshop to explore the complexities and imprecision of making decisions about student assessment. The origins of the interactive activity lie in the work of Professor Sally Brown (Brown, 2020), however the rationale for such a workshop can be seen throughout the current literature on assessment practices in higher education and faculty development (Doria et al., 2026; Matthews et al., 2024; Mason & Roberts, 2023; Sambell et al., 2013).

Workshop objectives -

By the end of the session, delegates will have:

- Co-created definitions and applied them to a set of examples
- Discussed what an outstanding, good, adequate and poor example would look like
- Reflect on the process of reaching consensus about assessment quality.

The target audience is staff with some current or planned future role in student assessment, either those new to assessing or those with more experience.

References

Brown, S. (2020) Learning, Teaching and Assessment in Higher Education : Global Perspectives. [Online]. London: Bloomsbury Academic.

Doria, B., Grion, V., Picasso, F., & Li, L. (2026). Faculty assessment development in higher education: the CRAFT framework emerging from a systematic literature review. *Assessment & Evaluation in Higher Education*, 51(1), 16–40. <https://doi.org/10.1080/02602938.2025.2584121>

Mason, J., & Roberts, L. D. (2023). Consensus moderation: the voices of expert academics. *Assessment & Evaluation in Higher Education*, 48(7), 926–937. <https://doi.org/10.1080/02602938.2022.2161999>

Matthews, K. E., Sherwood, C., Enright, E., & Cook-Sather, A. (2024). What do students and teachers talk about when they talk together about feedback and assessment? Expanding notions of feedback literacy through pedagogical partnership. *Assessment & Evaluation in Higher Education*, 49(1), 26–38. <https://doi.org/10.1080/02602938.2023.2170977>

Sambell, K., McDowell, L. & Montgomery, C. (2013) *Assessment for Learning in Higher Education*. 1st edition. [Online]. London: Routledge.

WORKSHOP 9

Title: Tour of Harper Adams Campus and Future Farm Project

Join colleagues for a tour of the beautiful campus at Harper Adams University, visiting the broad range of facilities used for teaching within the Veterinary Medicine, Nursing and Physiotherapy courses, and across the wider HAU portfolio.

Visit the [Harper Adams Future Farm](#) to see how commercial farming meets research, teaching and innovation.

AFTERNOON WORKSHOPS (13:00 – 15:30)

WORKSHOP 6

Title: Briefing & Debriefing for immersive simulation training

Facilitators:

- **Anne Barriere**, Lecturer in Immersive Simulation and Clinical Human Factors, HKVS
- **Emily Sycamore**, Teaching Fellow in Veterinary Professional Development, HKVS

Part 1 - Optimising the Briefing: Setting students up for success in simulation-based education.

The first part of the workshop will focus on how to design concise, high-impact pre-briefs that enhance preparedness, lower stress and improve psychological safety in simulation. Covers essential elements of an effective brief including;

- Expectation setting
- Establishing roles
- Fiction contract
- Setting appropriate learning outcome

Participants will be given a year group, group size and rough scenario to practice building and refining briefs

Part 2 - Metadebrief session

Debriefing the Debriefers, exploring how to develop and strengthen debriefing skills in educators based on their experience of debriefing. The second part of the workshop will introduce strategies to manage 'difficult debriefs', focusing on facilitator behaviours and responses. Includes short presentation followed by asking participants to reflect back on difficult debriefings, such as lack of engagement or psych safety, then debriefing following models.

WORKSHOP 7

Title: What Does Excellent Inter-Professional Working Look Like? Designing Learning for Collaborative Practice

Facilitators:

- **Vicki Waring**, Senior Lecturer in Veterinary Sciences & Programme Director
- **Jenny Williams**, Lecturer in Veterinary General Practice (Equine)
- **Clare Cripwell**, Lecturer in Veterinary Professional Development
- **Lorna Henn**, Teaching Fellow in Veterinary Services

How can educators prepare students to work effectively within increasingly diverse veterinary teams? This interactive workshop will explore what excellent inter-professional working looks like and how undergraduate curricula can support its development.

Participants will consider the knowledge, skills and behaviours required for effective collaborative practice, and discuss how inter-professional education can be meaningfully embedded across veterinary programmes. Through discussion and shared experiences, the workshop will explore how learning activities can create value for all professions involved and support students to learn with, from and about one another.

The session aims to generate practical ideas for designing engaging, inclusive and impactful inter-professional learning experiences within undergraduate veterinary education.

WORKSHOP 8

Title: Generative AI: How can we prepare students for responsible use?

Facilitators: **Beckie Stott**, Lecturer in Veterinary Professional Development, HKVS
Chair of Vet School Council AI working Group
Elly Vesty, Lecturer in Veterinary Sciences, HKVS

Generative AI is already embedded into everyday life and clinical practice. Veterinary professionals are using it to reduce administrative burdens, but also to support research and decision making on the clinical floor. This workshop will ask you to consider if your current approach to AI literacy and assessment is preparing students for an AI enabled world. Together we will explore assessment design and consider its alignment to current institutional guidance and policy documents. The workshop is designed to give you the time and space to move your assessment plans forward so please do feel free to bring along an assessment you are currently working on, or an assessment that isn't working for you in its current form.

Aims:

1. Discuss how we could utilise assessment to support development of AI literacy and promote its responsible use by learners.
2. Explore current trends in institutional guidance and policy around the use of generative AI

Objectives:

1. Review and refine or recreate an assessment that considers the use of generative AI.
2. Critically evaluate institutional guidance and policy in the context of the veterinary graduate.

WORKSHOP 5

Title: Behind the Screens - Building the Digital Infrastructure behind Veterinary Education

Facilitators:

- **Mark Henderson**, Digital Education and Innovation Lead, HKVS
- **Reg Icli**, Digital Education and Innovation Designer, HKVS

Workshop Summary

The workshop will invite delegates to engage with the thinking, the tools, and the networks needed for the digital transformation of veterinary education. Bringing their experience of designing, developing and implementing a sophisticated digital ecosystem, the digital education and innovation team at Harper & Keele Veterinary School will showcase and facilitate discussion on:

- Enhanced operational workflows through automation within Office365
- Inclusive digital education using iPads in the student experience
- Building connections through a veterinary digital education community

The workshop will be discursive and participatory, inviting others to bring their own digital solutions to the table and willingness to share ideas so that all delegates leave with inspiration and new connections to support digital transformation at their own institutions.