



An Investigation into the Behaviour of Veterinary Students during Equine Practical Teaching

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Supervisors: Kate Cobb, Sarah Voss, Zoe Gravenor

Background

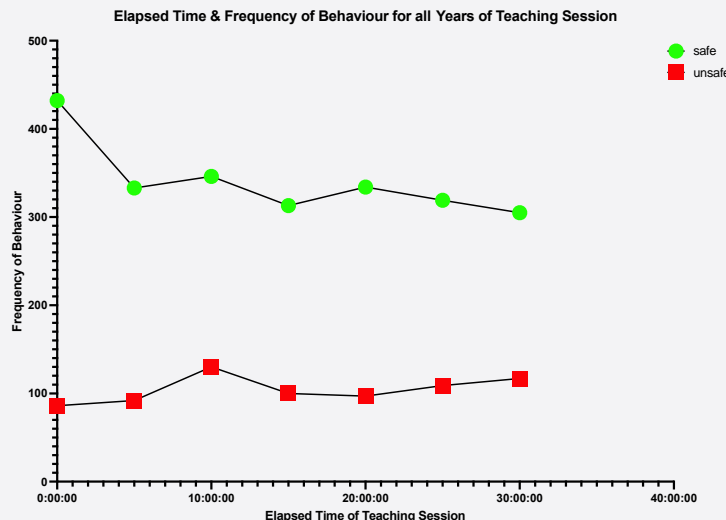
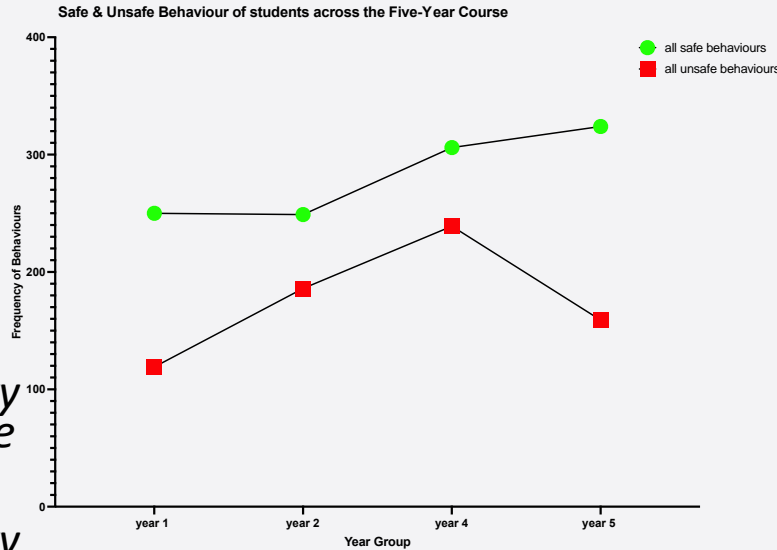
- Prevalence of injury to equine vets '81% sustained an injury in a year' (BEVA 2018)
- Other industries improve safety through observations and improving safety culture

Research Qu's

- *How does the observed behaviour of veterinary students around horses change throughout the course?*
- *How does the observed behaviour of veterinary students around horses change through the duration of practical teaching sessions?*

Method - Ethogram

- Observations of Year One, Two, Four & Five conducting clinical exams around horses
- Avg 60 students per year over 30 minutes
- Electronically recorded frequency of predetermined safe and unsafe behaviours



Discussion

- Older students are safer
- Elapsed time of a session safe behaviour decreases ($r = -0.759$, $p = 0.048$)
- Potential bad habits forming
- Confidence and Competence

Recommendations

1. Simulated scenarios
2. Real-time formative feedback
3. Peer/Self Assessment safety focused
4. Structured Mentorship

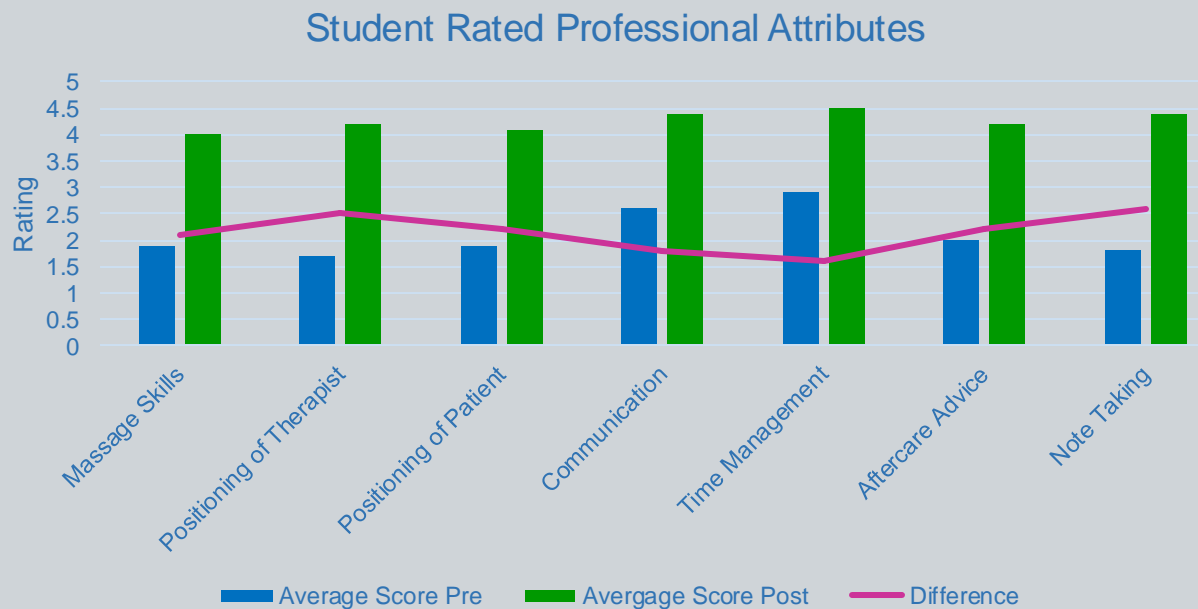


Exploring Student Experience and Personal Competencies in Practice Based Learning.

Becky Mayo, School of Health Sciences, becky.mayo@nottingham.ac.uk

Within the **BSc Sport Rehabilitation** course students undertake a Manual Therapy module in year 2. This module consists of theoretical and practical based learning in addition to a **practice-based massage clinic**. During this clinic they treat students, staff and members of the public that book into the clinic. Previously this has been implemented into the module but no research into students experience and benefit of this has been undertaken. Therefore, the rationale of this study was to **evaluate the effectiveness of this clinic and whether this benefits student learning and preparation for practice.**

An online survey was sent to the 32 year 2 students enrolled on the course. The data collected consisted of mixed methods qualitative and quantitative data. Data was analysed to outline student identified benefit to practice-based learning.



Overall students reported practice-based learning benefited self-perceived attributes.

They reported this was **beneficial for overall professionalism** due to being faced with real patients. Students were all confident that they felt the clinic should **remain part of the program**. It was noted that **increased feedback** from facilitators and patients could be beneficial to learning.



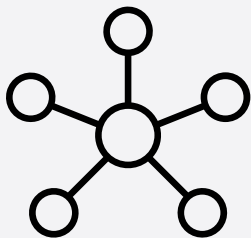
Jotlet – a free audience participation tool

Oscar Siles Brügge, Chemistry, oscar.silesbrugge@nottingham.ac.uk

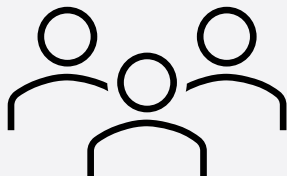
What is it?

An audience response tool created in Chemistry as a response to **limitations** or **costs** of existing tools (e.g. Padlet)

Collaborative Platform

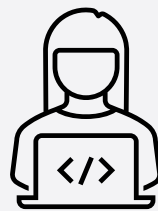


Anonymous Responses

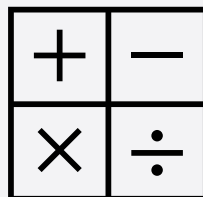
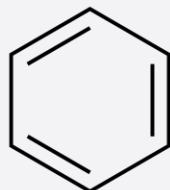


Why use it?

Free and open-source



Useful Features



Data Privacy



Give me feedback!

Feel free to play around:



<https://app.jotlet.org/boards/uymn5ukp/>



Brewing Apprenticeship Program – Learnings

Rod White, Brewing Science, rod.white@nottingham.ac.uk

Background

Partner with an apprentice provider to deliver L4 program.

- 70 Students p/a.
- Significant income.
- Expanded to USA this year.

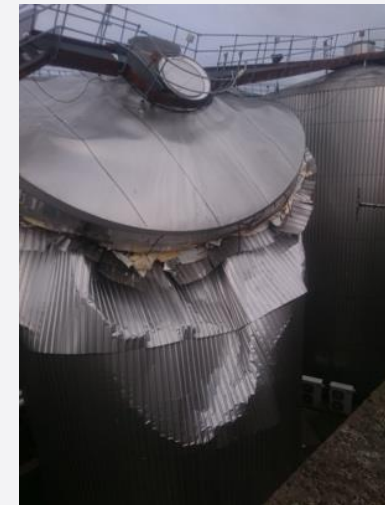
Ofsted

Rated as Outstanding by Ofsted and frequent mock inspections.

- High level of media exposure & industry engagement
- Student progression.
- Student feedback/ experience.

Learnings

- Use of amazing UoN facilities & people.
- Highly industrially focused.
- Extra curricular activities.



- Weekly Informal points of interest.
- Pace and duration of lectures.
- Expert team.



Investigating Ethical and Sustainable Practices of Cadaver Use in Veterinary Education



Francesca Carter, Erica Gummery, Vicky Strong – SVMS University Of Nottingham

FIG 1. Quantitative Data – KRUSKAL WALLIS AND PAIRWISE COMPARISON

Aims:

1. Identify ethical concerns related to cadaver sourcing, handling, and disposal.
 2. Examine attitudes toward cadaveric teaching, including perceived educational efficacy.
 3. Explore demographic differences in perspectives, such as gender, cohort, and species interest.
- Stakeholders emphasize the importance of aligning cadaver use with sustainability and animal welfare principles.
 - The need for standardizing ethical sourcing practices is critical to maintaining public trust and aligning with professional standards.

Methods:

Study Design: Mixed-methods approach combining quantitative surveys and qualitative thematic analysis.

Participants: Undergraduate veterinary students, Educators, lab technicians, and small animal veterinary surgeons.

Analysis: Survey responses analyzed for trends in stakeholder attitudes

Thematic analysis of qualitative data to identify key themes such as ethical concerns, sustainability, and educational outcomes.

Scenario	SD	Species (p value)	Gender (p value)	Year Group (p value)
Wild rabbit cadavers sourced through vermin control measures	1.176	0.34	0.206	0.174
Pet rabbit cadavers donated through veterinary medicine donation programs	0.72	0.872	0.035	0.404

Results:

Ethical Concerns: Issues primarily related to sourcing practices, including the use of euthanized shelter animals and purpose-bred specimens.

Educational Efficacy: Cadavers remain highly valued for their hands-on learning benefits.

Alternatives like 3D models and simulations are increasingly recognized for reducing ethical concerns while offering cost benefits.

Demographic Variations: Differences in perspectives were noted based on year group and species interest



Distance Learners Expectations of Online Study

Fox, G., Doherty, A., & Coles, A. School of Psychology. Contact: gemma.fox@nottingham.ac.uk

Online distance learners often balance complex demands on their time (e.g. work, parenting and other care responsibilities) and therefore their needs and expectations can be different to traditional UG students. Retention rates for distance learning (DL) programmes often tend to be lower than traditional modes of study (e.g. Folk, 2019, Hillman 2021) and past research suggests that staff and student expectations regarding DL methods and support may not always align (Baxter, 2012).

School of Psychology offers a 2 year part time MSc conversion course via DL which first ran in 2022. We are running a project that aims to learn more about incoming student expectations to inform support and induction. Findings here are from a focus group run in early October 2024 with 3 students in the 2024-26 cohort.

Motivations



- Career
- Finances
- Past experiences
- Flexibility

Course expectations



- Academic skill development
- Staff contact
- Synchronous content
- In-person contact

Community



- Desire for community
- Working with other students
- Barriers to community

Skills



- Attitude
- Academic skills
- Time management

Difficulties



- Predicting & managing the workload
- Information clarity and confusion

Students value flexibility, staff responsiveness and clear information. They struggle with the workload and when they are given unclear or conflicting information from different sources. We need to clarify information online, consider providing preliminary reading & resources for study skills, and do more around expectations of workload and support with time management.

Next steps: compare FG findings to data collected from another 12 students via a qualitative questionnaire, use these to inform development of induction materials (with help from student volunteer).

Bridging the Gap: The "It's Notts Just Physio" Podcast

James Coughlan, Roger Kerry, George Gadd, Sianne Robinson
the University of Nottingham

Background: Post-COVID feedback revealed a disconnect between students and staff in the BSc Physiotherapy programme.

Objective: To strengthen student-staff relationships, enhance the student experience, and diversify teaching approaches

Launch

March 2024 Podcast launched as a platform for Physiotherapy students to connect with their academic team.

Expanded to a **School of Health Sciences**; wide platform, engaging disciplines such as: Nursing, Foundation Programmes and Sport Rehabilitation

Impact! Promotes collaboration and inclusivity across disciplines. Staff within Health Sciences and wider school.

Addresses student feedback by creating a shared, engaging space for learning and connection.

Reach and Impact

1,205 downloads to date across global audiences, including: Hong Kong, Germany, Zimbabwe, New Zealand and India!

First-Year Engagement

Bespoke welcome package featuring curated episodes introducing:

- Key staff members
- Anatomy resources
- Problem-Based Learning (PBL) pedagogy
- Student wellbeing

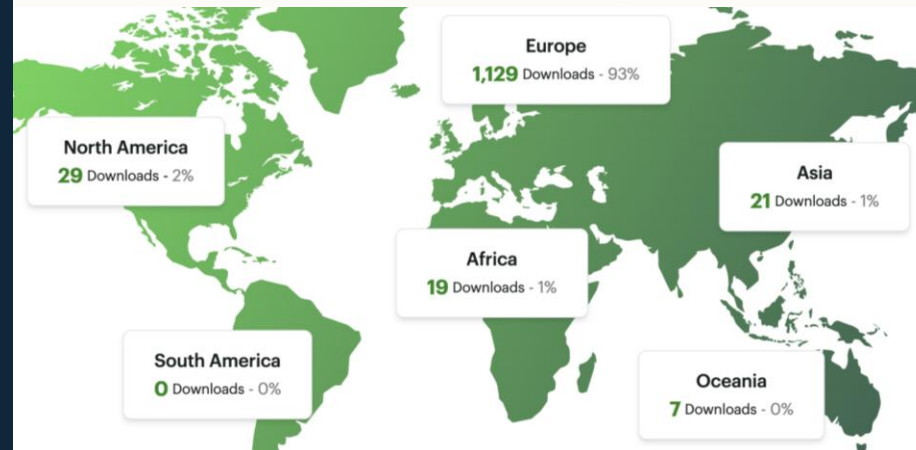
Curriculum Integration:

Embedded episodes support students in:

- Navigating unique aspects of the new curriculum
- Creating a sense of belonging, inclusion and connection. (Increased student intake)

Future growth

- The podcast is now being hosted by students for their own CPD development.
- The Instagram page is also a source of learning and interaction – Anatomy Teaching (SSF).
- The podcast has started to go international with most recent guest from Norway.
- Podcast is being mentioned in student interviews by potential candidates as a valuable resource.
- Reaching out to potential employers as guests.
- Multi-disciplinary staff onboarding – it's **not** just a physio podcast.



Top App



Spotify
49%

Top Device



Apple iPhone
57%

Top Category

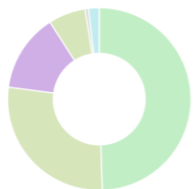


Mobile
74%

Apps

Spotify	49%	596
Buzzsprout Embed Player	27%	333
Apple Podcasts	13%	167
Web Browser	6%	79
Unknown Apple Apps	0%	7

See All Apps



Listen using the QR code above



A Delphi Study To Determine The Expected Competences Of General Practice Veterinary Graduates In Reptile Medicine



Stock Image
Microsoft PowerPoint

Sara Parker (svysp2@nottingham.ac.uk) / Vicky Strong / Amy Wieser, School of Veterinary Medicine and Science

Background

- Pet reptile ownership in UK households rose from 3.4% in 2022 to 5% in 2023¹, with over 600,000 snakes, 800,000 lizards, and 700,000 tortoises and turtles². This increasing number and diversity is challenging the Royal College of Veterinary Surgeons (RCVS) requirement of graduates to be “omnicompetent” across all species.
- Veterinary education in the UK follows RCVS ‘Day One Competences’³, and whilst guidelines are deliberately broad for application across all schools, this can create confusion among staff and students regarding required skills and competency levels⁴. Alongside limited exposure, this means confidence among final-year UK and Irish students in reptile medicine is low⁵.
- This study seeks to establish a clear consensus on the competencies expected, with the aim of informing undergraduate curriculum design.

Aims

To achieve stakeholder consensus on the expected level of graduate competency regarding the species they are expected to see, and skills that would be considered ‘essential’ for reptile treatment in first-opinion practice.

Method

1. Focus groups of exotics curriculum designers refine a list of competences and species.
2. Questionnaire created from the refined lists and distributed to a panel of 20 stakeholders, including general practitioners, veterinary educators, exotics certificate holders and RCVS recognised specialists.
 - Participants to rate skills, competences and species using a Likert-type scale (1-5) to indicate importance level, with scores combined and analysed.
3. Questionnaire refined and redistributed using results from the last round, aiming to achieve consensus within three rounds.

Pilot And Focus Groups Results

Initial findings suggest a species list could boost graduate confidence, even as popularity evolves. Furthermore, RCVS competences are often not relevant to reptiles in first-opinion practice, and first aid emergency care (including analgesia and euthanasia) should form the baseline among graduates.

References

1. GLOBAL PET INDUSTRY. 2023. *Behind the rise of the UK's reptile pet population* [Online]. Available: <https://globalpetindustry.com/article/behind-rise-uks-reptile-pet-population> [Accessed 27th August 2024].
2. UK PET FOOD. 2024. *UK Pet Population* [Online]. Available: <https://www.ukpetfood.org/information-centre/statistics/uk-pet-population.html> [Accessed 19th August 2024].
3. RCVS 2022. The Royal College of Veterinary Surgeons Day One Competences.
4. WELSH, P. J., JONES, L. M., MAY, S. A., NUNN, P. R., WHITTLESTONE, K. D. & PEAD, M. J. 2009. Approaches to defining day-one competency: a framework for learning veterinary skills. *Rev Sci Tech*, 28, 771-7.



Enhancing Feedback Literacy in Biosciences

Lisa Coneyworth, Natalie Mack, Angie Swali, John Harris, Gavin White and Judith Wayte
School of Biosciences, University of Nottingham, Sutton Bonington Campus.

Background & Aims

Students can overlook feedback as a source of advice to improve future ways of working (1)

Feedback literacy varies considerably between individuals with 'feedback literate' students deriving the greatest benefit (2)

Aims: To understand...

- What students view as timely and effective feedback
- What prevents and facilitates students engaging with feedback

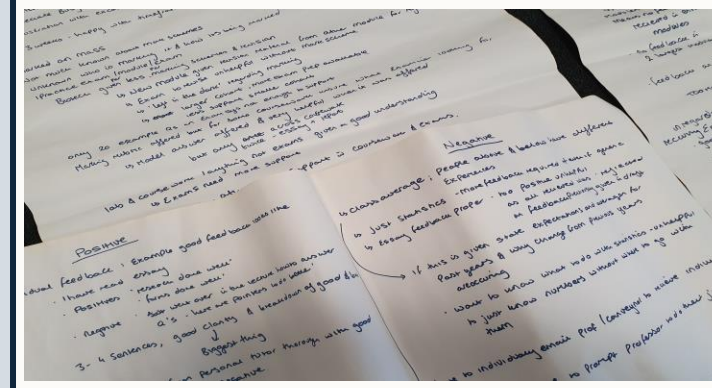
Intended outcomes: Design interventions to enhance student feedback literacy.

Survey & Focus Group Results

- Limited understanding of University QA (moderation, external examiner)
- Most students do not have a system to collate or store feedback
- The proportion of students revisiting feedback declines as they move through their degree
- Timeliness: within 1 month or before next relevant assessment
- ExamSys feedback gaps

Outputs

- Enhanced transparency of QA process
- Embed feedback reflection across all years
- Clear, consistent communication from staff
- Objective based feedback within ExamSys





Psychology Skills Handbook: A SACCA project

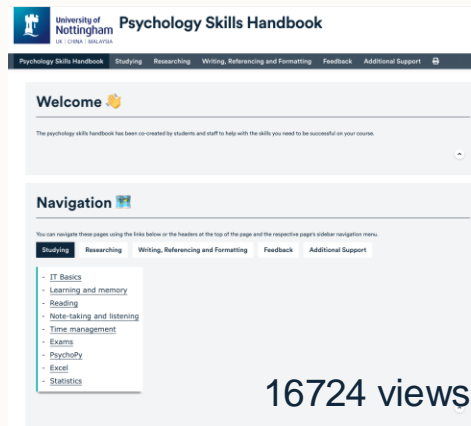
Emma Whitt, Alice Doherty, Nikki Dean Marshall, Jessica Jackson, Danielle Bengler, Katie Nicol
School of Psychology

Issue

Psychology skills handbook

- Created as a module resource.
- Out-of-date.
- Yet to be reviewed by students.

Action



Students as Change Agents (SACA) project.

x2 MSc students (JJ & DB) reviewed, listed changes, edited.

Xerte training.

Outcome

Updated and improved resource.

I had developed creative skills, the ability to consider other perspectives, and evaluation skills

This experience has also developed my organisational and time management skills

I have also learnt new skills from working on this project including how to use Xerte software

...acquiring interpersonal and teamwork skills

Recommendations.

