



What are the “Professional” Competences?

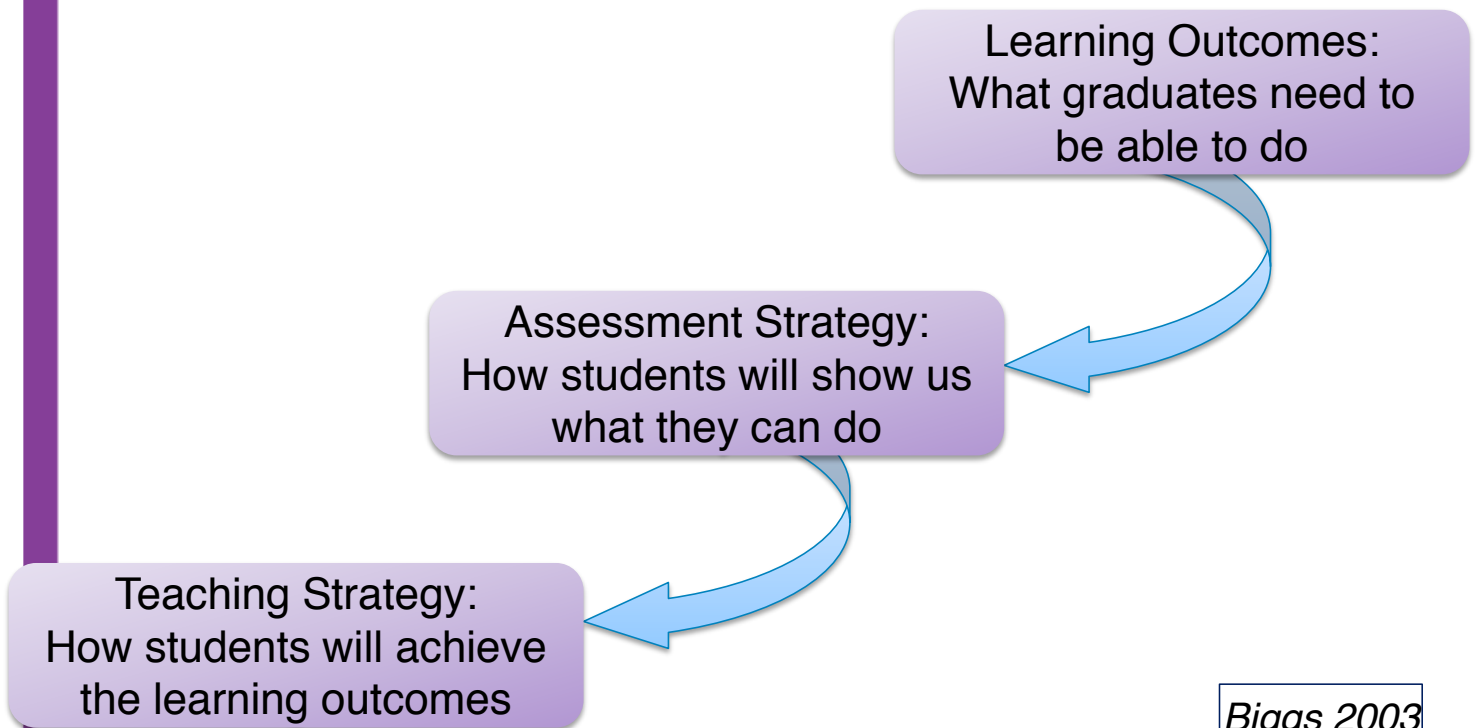
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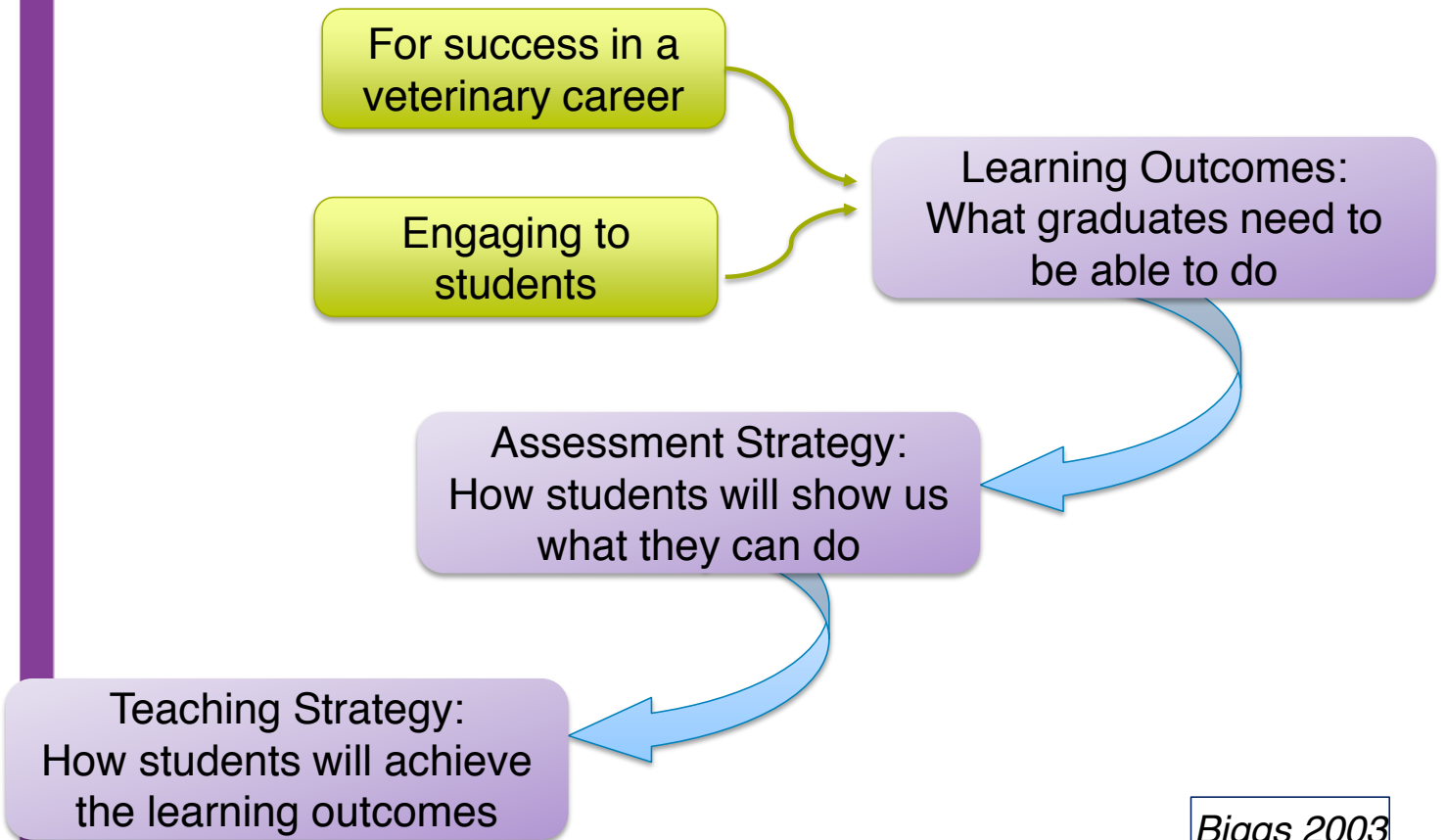
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Outcomes-Based Education



Biggs 2003

Outcomes-Based Education

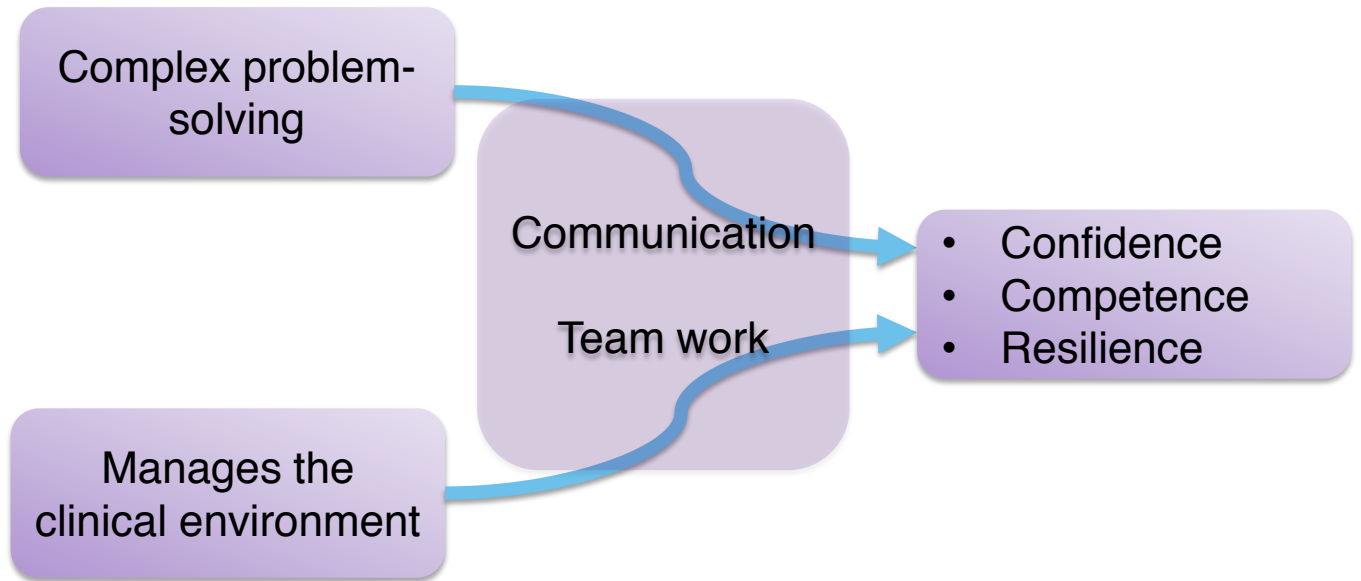


Biggs 2003

Questions to ask:

- How do we define the successful graduate?
- How do we make learning outcomes valid and engaging for students?
- How do we assess these less well-reported learning outcomes?
- What teaching strategies will engage students in a deep approach to learning?

Defining “Being a veterinarian”



Armitage-Chan et al 2016
Armitage-Chan 2017

Defining “Being a veterinarian”

Complex problem-solving

Communication

Team work

- Confidence
- Competence
- Resilience

Manages the clinical environment

“A 3-year old Boston Terrier came in with suspected seizure episodes... fitting every 10-15 minutes since [last] night... probably something toxic. The owners couldn't even afford basic treatment so I had to euthanize this lovely little dog. The next week a local pug breeder dropped in so she could get her puppies' first vaccinations... Lo and behold, who had filled in the paperwork for a new pug puppy (££££) while their beloved family member was fitting away? Before they even bothered taking her to the vet. They could not afford to treat her because they had bought a new

Armitage-Chan et al 2016
Armitage-Chan 2017

Designing a curriculum: Progressive development of competences

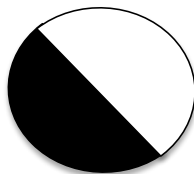
"Because humans are complicated beasts, the monster said. How can a queen be both a good witch and a bad witch? How can a prince be a murderer and a saviour? How can an apothecary be evil-tempered but right-thinking? How can a parson be wrong-thinking but good-hearted? How can invisible men make themselves more lonely by being seen?"

"I don't know," Connor shrugged, exhausted. "Your stories never made any sense to me."

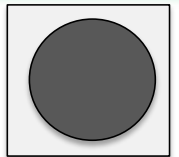
The answer is that it does not matter what you think, the monster said, because your mind will contradict itself a hundred times each day.

From "A Monster Calls", by Patrick Ness

Dualism

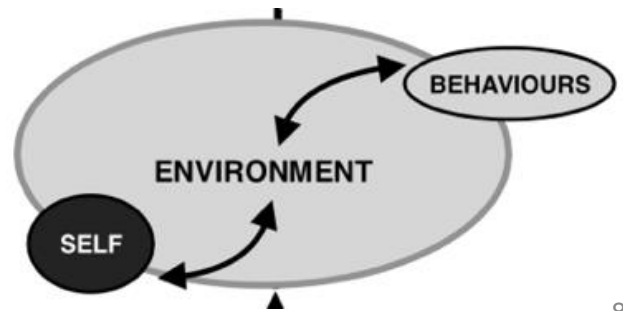


Relativism &
Commitment

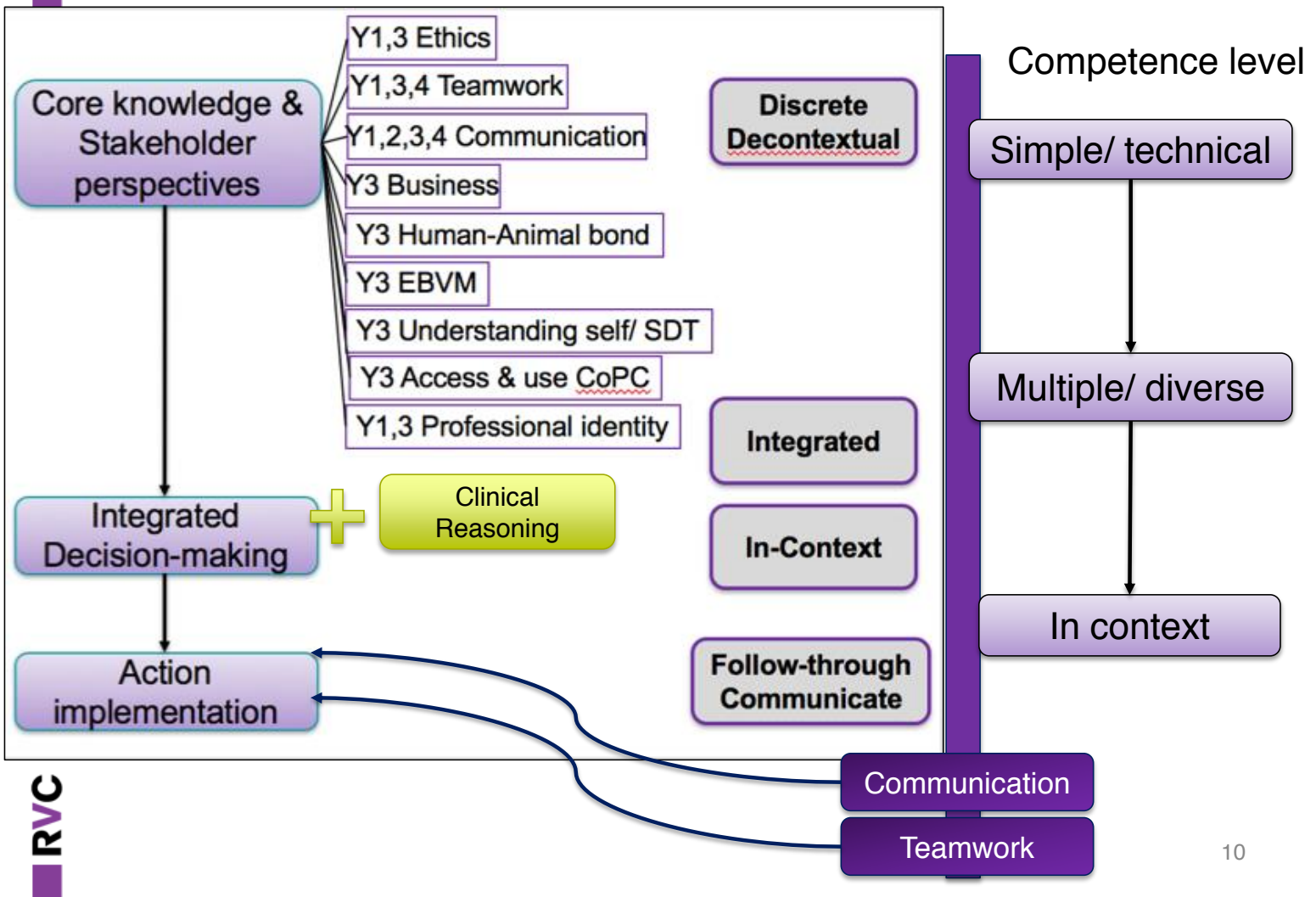


The "Professional" Competencies

- Analyse a situation and make a decision in the face of multiple, sometimes conflicting, perspectives
- Work with the challenges of the clinic environment to provide appropriate actions (e.g. clinical care) in the context of environmental variations and stressors
- Apply high standards of teamwork and compassionate, empathic communication to be able to act on difficult decisions



The RCV Professional Identity Programme



Creating aligned assessments

- Years 1 and 2:
 - Students reflect on their own experiences by applying theory of ethics/ teamwork/ communications

- Years 3-4:
 - Students integrate taught content associated with various stakeholders to analyse a situation or make a decision

Creating aligned assessments

> Year 5:

- Workplace learning assessments
- OSCEs (towards integrated professional OSCEs)
- Combined clinical and professional reasoning essays

Questions answered:

- How do we define the successful graduate?
 - Competence & Resilience in complexity
- How do we make learning outcomes valid and engaging for students?
 - Assessment: Reflect in context
- How do we assess these less well-reported learning outcomes?
 - Need assessments that permit students to defend a number of “right” answers
- What teaching strategies will engage students in a deep approach to learning?
 - In-context application: Social learning, feedback and group facilitation