

Developing a student centred curriculum to empower Brooke veterinarian's life-long learning

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- The Brooke is an international animal welfare charity dedicated to improving working equid welfare in the world's poorest communities.
- The Brooke provides practical equine veterinary education to veterinarians working in low income countries where equine medicine and welfare are often not included in the veterinary degree syllabus
- The Brooke veterinary curriculum (BVC) was developed to provide a consistent approach to life-long learning and the training delivered by international senior training teams throughout the Brooke.
- The overall aim of the curriculum is to motivate individuals and facilitate achievements in the five key competencies described in the Brooke Veterinary Competency framework; veterinary expert, life-long learner and teacher, animal welfare advocate, communicator and clinical governance professional.

The BVC is composed of the four areas seen on the diagram below

1. What is taught

- ✓The explicit curriculum or syllabus
- ✓Individualised for country context
- ✓Based around proficiency in the five Brooke Veterinary Competencies

4. How it is assessed

- ✓Through work based assessment, performed in practice, assessed by senior training teams in country with a grading rubric based on the Brooke Veterinary Competencies.
- ✓Designed to assess that acquisition of skills and knowledge are translated into improvements in animal welfare



2. How it is taught

- ✓Designed to encourage dual learner/teacher roles and self accountability
- ✓A self-reflective peer guided e-portfolio is used, including reflection on:
 - Trainings
 - Work Based Assessments
 - Real events

3. People involved

- ✓UK vet team
- ✓Senior training team in countries
- ✓Individuals in charge of their own learning

Conclusions

- The BVC has been well-received by Senior Training Teams in country who have been keen for guidance when developing life-long learning in their own country contexts
- The new e-portfolio system has been launched and the senior training teams are piloting it internationally
- There has been great appreciation of a more reflective and student orientated approach to learning around the Brooke Veterinary Competencies, both from learners and senior management in country

References

- Bandaranayake, R.C., 1985. How to plan a medical curriculum. *Medical teacher*, 7(1), pp.7-13.
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