Educating the educators at the VEEs- examples/experiences of other related academic disciplines

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Veterinary Education Establishments (VEEs) are charged with producing a proficient, innovative veterinary workforce to meet future societal needs. The VEEs' horizon is no longer local, but global, because veterinarians must take the lead in animal health, food safety and veterinary public health to solve the looming challenges that face our planet. There is compelling evidence that veterinary education is highly variable in quality and a key constraint on the quality of the veterinary workforce and advancement of global animal health. The OIE core curriculum and competencies have established an educational framework which is being embedded and contextualized by VEEs across the world to ensure all new graduates have the required skills. Delivering effective, student-centred learning experiences that engage, challenge, inspire and build student confidence and capability requires good curriculum design and excellent teaching staff.

There is an evidence base for teaching methods and curriculum design that enhance student learning. Effective practices for both academic development and the leadership of university teaching for quality learning in other disciplines are increasingly being applied to veterinary science. Better outcomes from faculty development are achieved through immersive experiences and opportunities for reflection, grounding in a shared framework of theory, development of teams and communities of practice, through projects, opportunities for innovation and peer mentoring[1]. The health professions have recognized and addressed the need for coordinated global efforts to improve health education in the developing world, and the OIE encourages VEEs, VAs and VSBs to follow this lead.

This talk will set out a framework, with examples, for how successful VEEs plan and deliver quality student learning outcomes by developing and empowering their faculty. The evidence base for good practice in the key areas of; curriculum design, development of staff teaching skills, teaching teamwork, reward and recognition of teaching quality, fostering of teaching inquiry and scholarship, innovation in teaching and assessment, curriculum management, quality assurance and leadership will be discussed, with examples.

Keywords: academic staff development – scholarship of teaching – student centred learning.

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[1] Steinert,Y et al. (2006) Medical Teacher, 28:497-526