# Use of the wrapper module in veterinary continuing professional development

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## Background

- Figure 1 below illustrates what influences the development of innovative curriculum. This sets the context in which the problem and solution proposed in this poster is set.



| Leitch review drives workplace learning (2006) | Workforce development profile and innovation advanced with HEFCE support (2008-2012) |

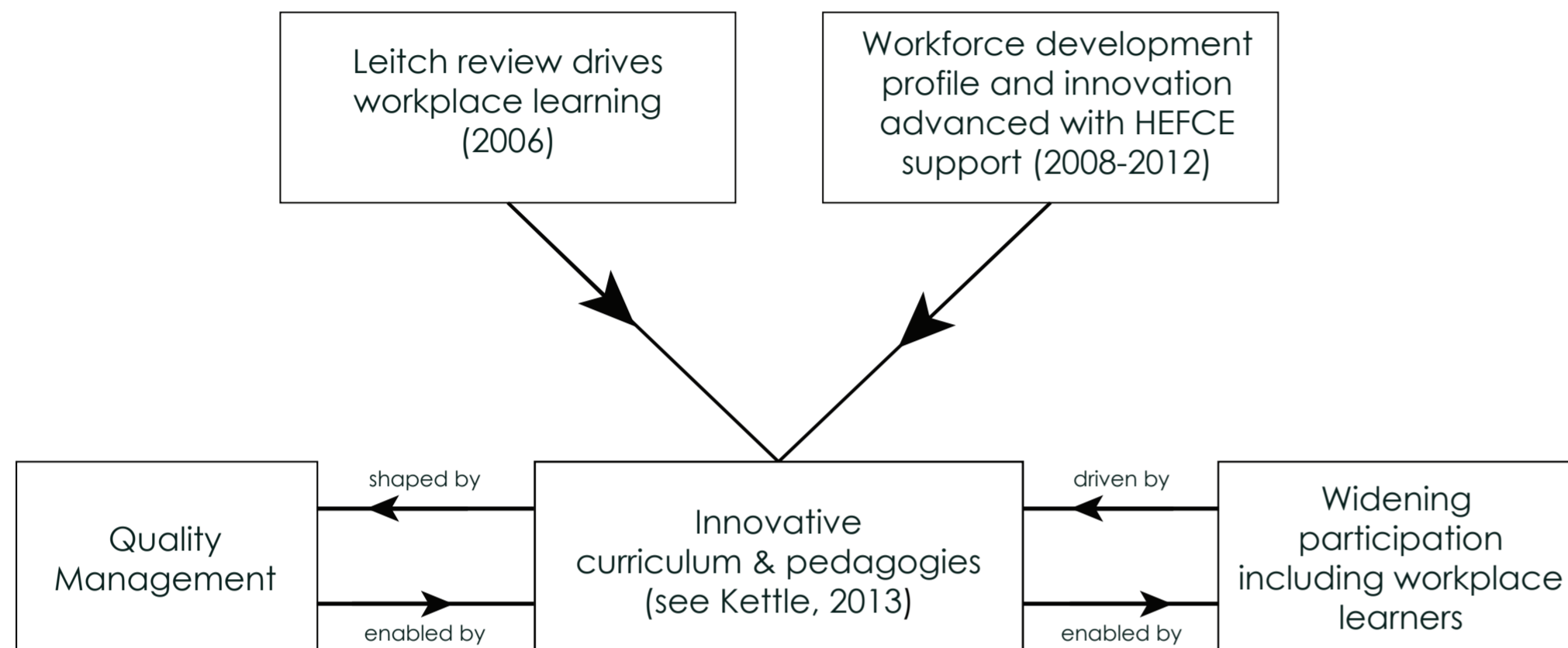| Quality Management | shaped by ← Innovative curriculum & pedagogies (see Kettle, 2013) driven by → | Widening participation including workplace learners |
| enabled by → | | enabled by → |

Figure 1 illustrating the influential factors leading to, and affected by, innovative curriculum

## The Problem

- Mandatory requirement to undertake CPD
- The need to promote reflective practice as a higher level skill

## The Solution

- Implement a core wrapper module within a number of postgraduate certificates
- The wrapper module assessment is a means of assuring professional competencies based on Biggs' definition of an effective professional
- A wrapper or 'shell' module as defined by Willis (2008) enables students to actively build learning and knowledge generated through their own workplace into their studies

## How we use the wrapper module

- Adopted at level 7, 20 credits
- Module duration of ten months (from launch to final assessment)
- Contextualised curriculum is closely linked to evidencing veterinary professional development (see Figure 2 below)
- Teaching is facilitative, not didactic
- Constructivist approach to collective learning; learning community of practice
- Network of learners contribute to development of metacognition skills of learning to learn and in turn an attitude of lifelong learning (Ramage, 2014)
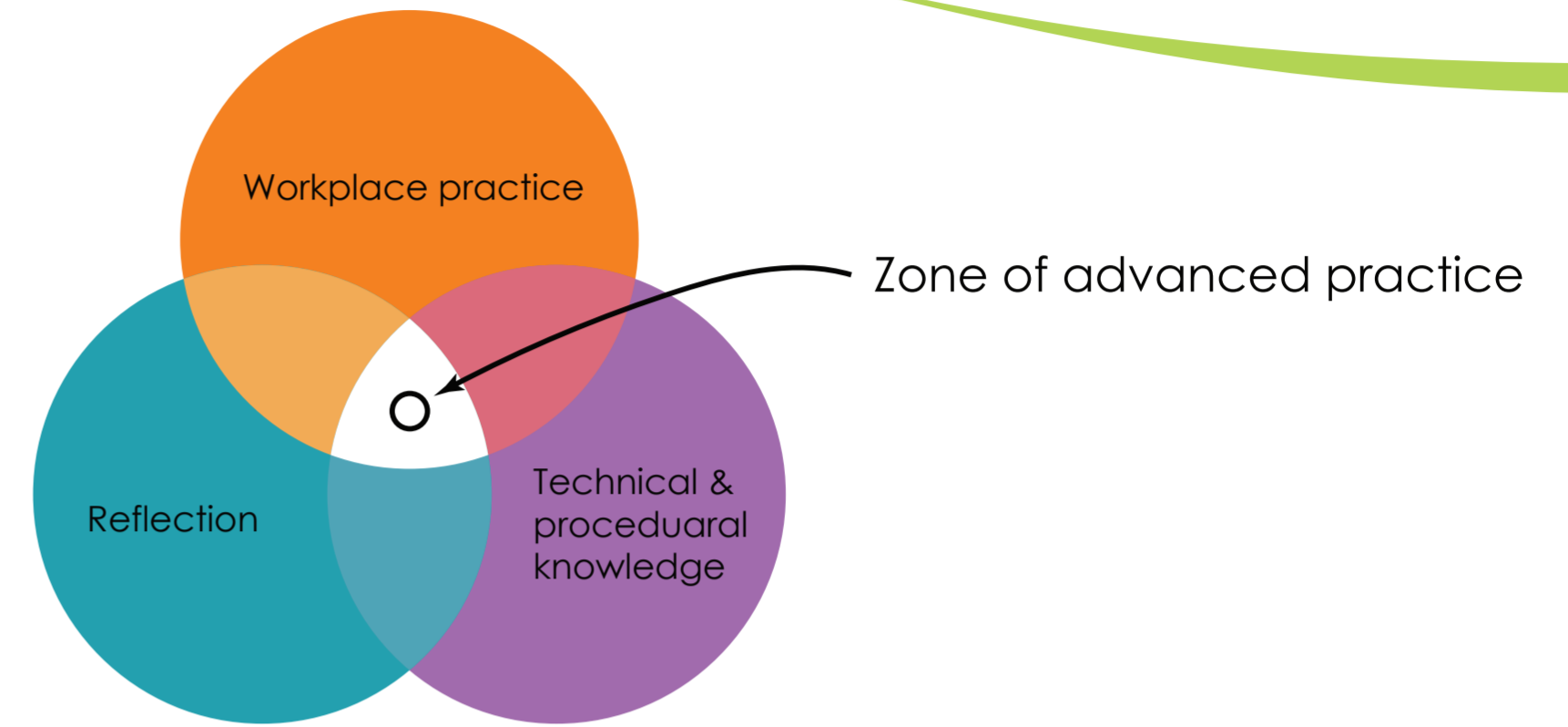


Figure 2 showing three areas of activity culminating in a 'zone of advanced practice'

## Early Experiences

- Students who engaged with the module launch, continue to engage with the module activities (six months since module launch)
- Students who attended the module launch workshop in person, have attended the subsequent workshops in person.
- Engagement by students with resources and activities launched through Moodle varies across the group
- Those students who have engaged with live streaming, have adopted that strategy throughout the delivery of workshops. The geographical spread of students and limited 'time-to-train' may in part explain this pattern.
- Reflective nature of the module acts to build confidence in students as they document critical incidents along their learning journey
- Learner-managed learning – use of an early Learning Needs Analysis acts as a self-review and diagnostic which then drives negotiation regarding content of a subsequent Personal Learning Plan

## The Future

- To be driven by findings from this year's student survey
- To assess the effectiveness of the wrapper module at a range of levels and for non-CPD course areas

**References**

- Ramage, C. 2014. *Learning to learn through university accredited work-based learning: a threshold conception* [On-line] Journal of Workplace Learning. 26:8. Available at: http://www.emeraldinsight.com/doi/pdfplus/10.1108/JWL-06-2013-0042 [Accessed on 31st March 2015]
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- Willis, K. 2008. *Frameworks for Work-based Learning* In The Higher Education Academy. *Work-based learning: Workforce Development – Connections, frameworks and processes* The Higher Education Academy pp31-43