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.

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)

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