



THE UNIVERSITY of EDINBURGH
Royal (Dick) School of
Veterinary Studies



Embedding sustainability within veterinary medical education

Sharon Boyd

sharon.boyd@ed.ac.uk



Session

- Professional requirements
- Embedding within the curriculum
- Examples



RCVS Day One Competences

2 Understand the ethical and legal responsibilities of the veterinary surgeon in relation to patients, clients, society and the environment.

- To abide by the principles in the Code of Professional Conduct, veterinary surgeons need to be able to make professional judgements based on sound principles. They must be able to think through the dilemmas they face when presented with conflicting priorities and be prepared to justify the decisions they make.
- As well as decisions relating to individual patients, animal groups, populations of animals and clients, veterinary surgeons **must take account of the possible impact of their actions beyond the immediate workplace, e.g., on public health, the environment and society more generally.**

NAVMEC Roadmap for Vet Med Ed in the 21st Century

Adapt to changing environments

“The rapidly changing dynamics of society and environment require that veterinarians need to have an open mind and be flexible enough to make the changes required for the profession to remain relevant for both personal satisfaction and for society’s appreciation of future contributions. Planning for flexibility in meeting societal needs must address **globalization (animals, people, diseases), economic shocks, and natural and intentional disasters. Challenging situations need to be met with curiosity and flexibility** when changing priorities and situations arise.”

How?



Sustainability at the Dick Vet

- UoE goal to have **at least one** sustainability-related course at core of student programme (Bloemen 2013)
- Criteria for a sustainability course
 1. cover **one or more** themes related to sustainability (content)
 2. approach the sustainability themes from a **discipline-specific**, interdisciplinary or holistic perspective (approach)
 3. are taught using mostly **student-centred and praxis-oriented** teaching and assessment methods (delivery and assessment)
 4. allow students to engage with **local community projects or businesses** (community engagement).
- Dick Vet can provide a demonstration of embedded sustainability over a full degree programme.
- New Global Academy of Agriculture and Food Security.

Choice of
Affirmative Topic

Destiny is focused
on sustaining the
envisioned future(s) or
'what will be' through
supporting the ongoing
learning and innovation

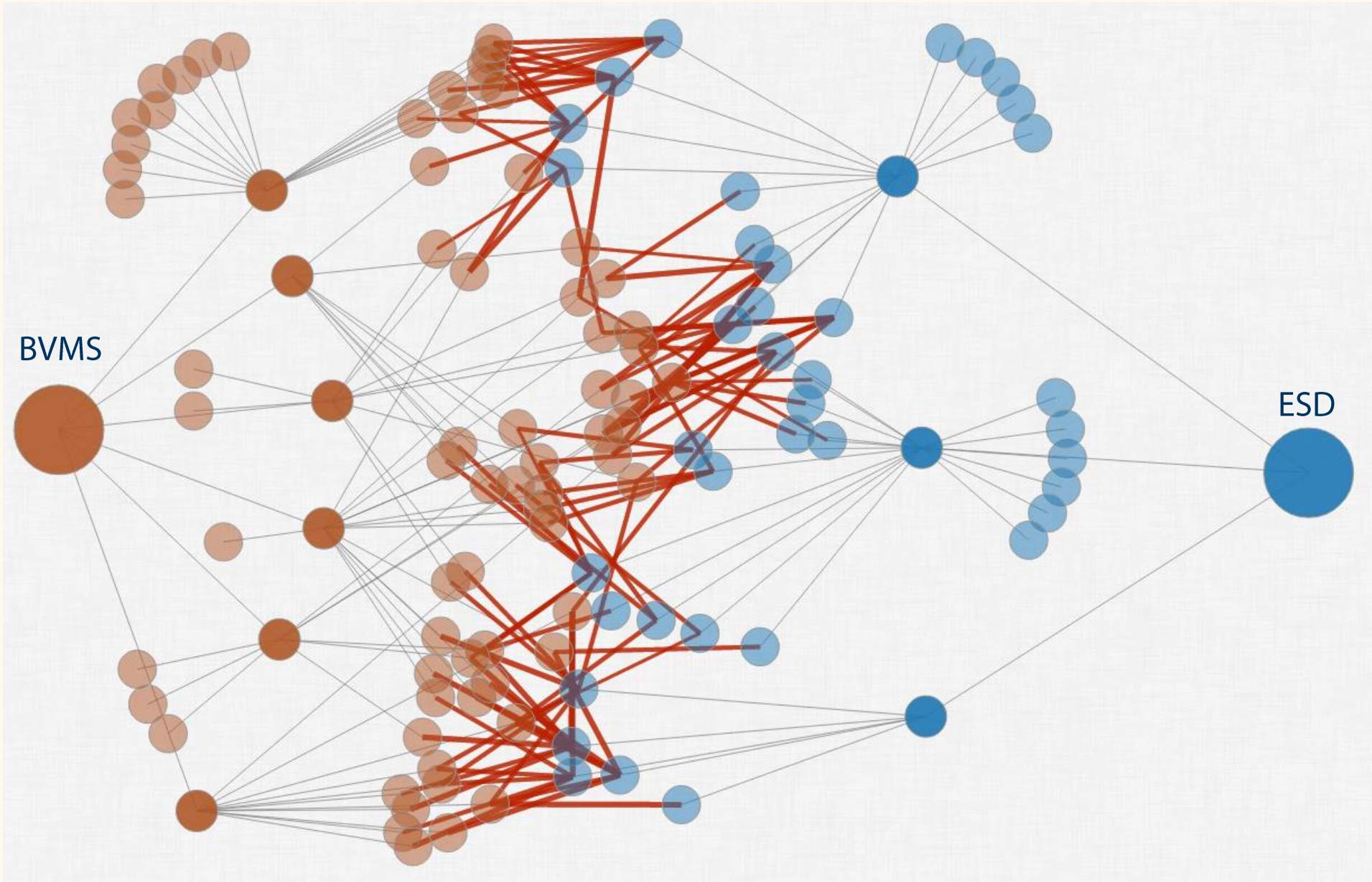
Discovery is focused
on appreciating the
'best of what is and
what has been' through
generation of
affirmative stories

Design is focused on
making choices and co-
constructing and
transforming 'what the
ideal should be'

Dreaming is focused
on an affirmative
exploration of 'what
might be' through
thinking outside of the
usual boundaries and by
envisioning positive
futures



HEA & QAA skills & attributes mapping



Sustainability themes

- Environment (includes ecosystem health, food and farming)
- Economy (including employment rights)
- Society (includes medicine, health and wellbeing)
- Crosscutting themes
 - Sustainability
 - Ethics
 - Environmental ethics (relationship between humans, animals and the environment)
 - Scholarly ethics (specific to the discipline)
 - Futures scenarios
 - Uncertainty and risk

Sustainability pedagogies

- Student-led learning
 - Real-world case studies
 - Problem-based learning
 - Group work
 - Debates
 - Site and field visits
 - Role-plays and simulations
 - Stimulus activities (e.g. work with the ECA)
 - Reflective accounts
 - Personal development planning
 - Futures visioning
 - Worldview and values research
 - Outdoor learning
 - Work-based learning
 - Guest speakers
 - Self-assessment
 - Peer-assessment
- Action research (possibly EMS)
 - Multi-dimensional assessment (incl. social impact + academic)

Student Research Component Foundation (UG2)

- Prepare for individual SRC project (UG years 3-5)
- Group project (~4 students)
- Extend research beyond the vet curriculum

Sustainability themes

- Economics/socio-economics
- One Health or One Well-being
- High technology/low technology
- Ethics
- Local/global issues
- Cultural influences
- Resource management

(Boyd et al., 2017)

Veterinary Public Health (UG yrs 1 and 4)

- VPH is...
 - “... The sum of all contributions to the physical, mental and social well-being of humans through an understanding and application of veterinary science”.
 - Human health inextricably linked to animal health and production.
 - Link between animal and human populations particularly close in developing regions.
- Covers core HEA/QAA themes in the context of the discipline of veterinary medicine, with clear global and local examples

Conservation Medicine (MVetSci)

- Relationships and interactions between animal, human and ecosystem health
- Impact on animal and human health as a result of anthropogenic effect on the environment
- Interdisciplinary - input from veterinary and human medicine, ecology, biology, epidemiology, public health and social and political science
- Online distance learning
- Guest speakers and student shared knowledge
- Field trips

Sustainability in clinical skills

- Survey waste from clinical skills labs
- Improve awareness of appropriate disposal of waste
- Business skills

Plymouth collaboration: Dr Jane Grose

(<https://www.plymouth.ac.uk/staff/jane-grose>)

- Introduction to the methods Plymouth have used to embed sustainability issues into the nursing curriculum
- Health Environment & Resources Toolkit (HEaRT: <http://heart-etools.com/>)

Campus wellbeing

- Student leaders
- Student Research and summer projects
- Edinburgh Teaching Award

Campus sustainability:

- SRS awards and Green Gown
- Equality and Diversity
- Veg garden
- Apiary
- Wellbeing





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Questions?



References

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