Are students prepared for clinical rotations, and how will this change with the new curriculum?

**Aims**
- Compare old and new curricula
- Develop methods for further research
- Informing ongoing curriculum development

**Method**
With appropriate ethics approval

**Student evaluation:**
- Recall MCQ test
- Questionnaire
- Case-based seminar

**Staff evaluation:**
- Focus group
- "Post-it" wall

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**“BLACK MONDAY”**
EVALUATING ROTATION READINESS IN FINAL YEAR VET STUDENTS

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**Common concerns:**
- Won’t know enough
- Don’t know what to expect
- Afraid of being ridiculed
- Lack experience in certain species (horses and farm)

**Students on Day 1 Rotations**

**What would have helped?**
- A day in the life of a final year
- Improved induction system
- More clinical skills training
- More consulting practice

**MCQ: average 51%**

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**Common issues:**
- Applying knowledge
- Confidence and communication skills
- Prioritising and decision making
- Basic husbandry – farm/equine
- Unfamiliarity of small group teaching

**Staff on Day 1 Rotation Students**

**Poor at making decisions**

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**Reflection:**
- Students on the traditional curriculum lack confidence and team-working ability
- Knowledge is good but application and decision-making appears poor
- Practical confidence and ability is lacking
- The new curriculum aims to improve these factors
- Research will continue to track any changes in the new curriculum rotation students

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**The Future...**

Feedback from staff & students has clear value in curriculum evaluation. We plan to continue and extend this pilot study over the next 4 years to monitor and inform changes in the Liverpool curriculum by:
- Assessing clinical skills ability
- Assessing approach to cases
- Wider analysis of staff perceptions