

1. Applies to cohort commencing in:	2021						
2. Degree Granting Body	Aberystwyth University & University of London						
3. Awarding institution	Aberystwyth University & The Royal Veterinary College						
4. Teaching institution	Years 1 & 2: Aberystwyth University Years 3, 4 & 5: The Royal Veterinary College						
5. Programme accredited by	Subject to full accreditation by the Royal College of Veterinary Surgeons (RCVS)						
6. Name and title	Bachelor of Veterinary Science (BVSc)						
7. Intermediate and Subsidiary Awards	<p>Subsidiary Awards:</p> <p>Year 1: Cert HE in Pre-Clinical Veterinary Sciences (Level 4)</p> <p>Year 2: Dip HE in Pre-Clinical Veterinary Sciences (Level 5)</p> <p>Year 3 or later: BSc in Animal Health &amp; Disease (Level 6)</p> <p>Note: <i>BSc in Animal Health &amp; Disease</i>. The BSc in Animal Health &amp; Disease is offered as a degree to students who wish to leave the programme and have achieved an appropriate standard in the first three years of the BVSc and who have met any other requirements specified in the Regulations for that degree.</p>						
8. Course Management Team	BVSc and RVC Course Directors, AU and RVC Link Academics, RVC UG Medicine Course Management Committee plus Curriculum Managers from both institutes.						
9. FHEQ Level of Final Award	Level 7						
10. Date of First Intake	2021						
11. Frequency of Intake	Annually in September						
12. Duration and Mode(s) of Study	Full-time, face to face. However, during the Coronavirus/COVID-19 pandemic, the mode of delivery will be blended, which will include aspects of onsite (face-to-face) and digital delivery. The proportions of onsite and digital delivery will vary according to Covid restrictions, such as social distancing requirements, in place at the time of delivery.						
13. Registration Period	<table border="1"> <thead> <tr> <th colspan="2">Full Time</th> </tr> <tr> <th>Minimum</th> <th>Maximum</th> </tr> </thead> <tbody> <tr> <td>60 months</td> <td>8 years provided that:  There is not more than 3 years from the start</td> </tr> </tbody> </table>	Full Time		Minimum	Maximum	60 months	8 years provided that:  There is not more than 3 years from the start
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		of the course to completion of Years 1 & 2.  There is not more than 5 years from the start of Year 3 until final examination.
<b>14. Timing of Examination Board meetings</b>	First Year BVSc: June/July Second Year BVSc: June/July Third year BVSc: September of fourth year Fourth year BVSc: n/a Finals BVSc: May/June	
<b>15. Date of Last Periodic Review</b>	N/A	
<b>16. Date of Next Periodic Review</b>	2023 with RVC BVetMed	
<b>17. Language of study and assessment</b>	English In Years 1 and 2, students will be able to take their assessments in Welsh if they wish and will have tuition support in Welsh.	
<b>18. Entry Requirements</b>	<a href="https://www.rvc.ac.uk/study/undergraduate/bachelor-of-veterinary-science#tab-entry-requirements">https://www.rvc.ac.uk/study/undergraduate/bachelor-of-veterinary-science#tab-entry-requirements</a> and also outlined here: <a href="https://www.aber.ac.uk/en/vet-sci/bvsc-vet/#entry-requirements">https://www.aber.ac.uk/en/vet-sci/bvsc-vet/#entry-requirements</a>	
<b>19. UCAS code</b>	D105 (five years)	
<b>20. HECoS Code</b>	101384 / 100531 (five years)	
<b>21. Relevant QAA subject benchmark</b>	Veterinary Science (2019)	
<b>22. Other External Reference Points</b>		
<ul style="list-style-type: none"> <li>i. Veterinary Surgeons Act (1966)</li> <li>ii. Report of the Committee of Enquiry into Veterinary Research ("Selborne") (1997)</li> <li>iii. QAA Benchmark Statement, Veterinary Science (2019)</li> <li>iv. Veterinary Education and Training: a Framework for 2010 and beyond. (RCVS, 2002)</li> <li>v. EU Directive 2005/36/EC (2005), as amended by Directive 2013/55/EU (2013)</li> <li>vi. RCVS standards and procedures for the accreditation of veterinary degrees, incl RCVS Day One Competences &amp; RCVS EMS Policy and Guidance (Feb 2015)</li> </ul>		
<b>23. Aims of programme</b>		
<ul style="list-style-type: none"> <li>• To develop the knowledge, skills and attributes to promote and enhance animal health and welfare, and public health through scholarship, scientific and professional endeavour, and veterinary practice</li> <li>• To equip students with the knowledge, skills and attributes to meet the current and future challenges of all aspects of the veterinary profession.</li> <li>• To provide a learning environment that appreciates diversity, promotes excellence in learning and teaching, and embeds a desire for life-long learning</li> <li>• To satisfy the requirements determined by the Royal College of Veterinary Surgeons</li> </ul>		

**24. Overall Programme Level Learning Outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes. Learning outcomes should be specified for all intermediate awards as well as for the terminal award.**

<b>At the time of graduation students should, to a standard appropriate for a new veterinary graduate, be able to:</b>	<b>Strands/Modules in which each learning outcome will be developed and assessed:</b>
<ul style="list-style-type: none"> <li>Describe the normal structure and function of animals including principles of homeostasis and explain the aetiology, pathophysiology and pathogenesis of common diseases that affect them.</li> </ul>	Integrated course so developed and assessed in all strands. Year 1 and 2 are taught and assessed in modules. Year 3 onwards, an integrated assessment takes place on a yearly basis, not on a module or strand basis.
<ul style="list-style-type: none"> <li>Explain the key components that constitute primary and preventative healthcare and advise on, and implement, recommended prophylaxis, nutrition and husbandry programmes in order to improve animal care, prevent disease and inform client education.</li> </ul>	Integrated course so developed and assessed in all modules or strands. Integrated assessment is on a yearly basis, not strand basis.
<ul style="list-style-type: none"> <li>Advise on animal management and welfare, and safeguard human, animal and environmental health (One Health); including principles of biosecurity, food safety, risk assessment &amp; mitigation, zoonosis and surveillance.</li> </ul>	PMPVH, Clinical rotations.
<ul style="list-style-type: none"> <li>Recognise, prevent and diagnose diseases and disorders of animals. Be able to select and interpret appropriate diagnostic tests and formulate a treatment plan; considering pain management, client financial status &amp; patient referral when indicated.</li> </ul>	Integrated course so developed and assessed in all modules or strands. Integrated assessment is on a yearly basis, not strand basis.
<ul style="list-style-type: none"> <li>Develop sound clinical reasoning skills including a logical problem solving approach in order to effectively solve clinical problems and make decisions.</li> </ul>	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis. Specifically taught in Principles of Science and Clinical rotations.
<ul style="list-style-type: none"> <li>Demonstrate technical and procedural competence</li> </ul>	Clinical skills centre (Principles of Science practicals), PMPVH practicals, Animal Husbandry practicals, Clinical rotations
<ul style="list-style-type: none"> <li>Apply scientific principles, method and knowledge to clinical practice and research. Proficiently search for and critically analyse literature and use evidence-based medicine to influence clinical decision-making.</li> </ul>	Taught in Professional Studies and Evidence-Based Medicine modules in years 1 & 2 and the Scholarship and Evidence-Based Medicine strand in year 3. Additionally this is an integrated course so this is developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis. Research Project (year 4/5).
<ul style="list-style-type: none"> <li>Explain how knowledge of the veterinary business environment influences the practice, its team, its clients, marketing and financial management</li> </ul>	Professional Studies Strand, some clinical rotations

<ul style="list-style-type: none"> <li>Communicate effectively with the public, colleagues and other professionals both verbally and in writing; including constructing and updating clinical records and correspondence, using appropriate terminology for the audience concerned.</li> </ul>	Professional studies strand, clinical rotations
<ul style="list-style-type: none"> <li>Explain the principles and behaviours that underpin professionalism, teamwork and ethical decision-making (judgement) and apply these in a veterinary setting.</li> </ul>	Professional studies strand, clinical rotations
<ul style="list-style-type: none"> <li>Engage in life-long learning and self-reflection to improve overall competence. Recognise professional limits and seek support when needed.</li> </ul>	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
<ul style="list-style-type: none"> <li>Be able to cope with incomplete information and effectively use information services and information technology.</li> </ul>	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
<ul style="list-style-type: none"> <li>Explain fundamental scientific, pharmacological and medical principles that underpin veterinary medicine</li> </ul>	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
<ul style="list-style-type: none"> <li>Use the principles of anaesthesia to suggest and safely perform an anaesthetic plan, from carrying out an anaesthetic risk assessment through to patient recovery.</li> </ul>	Principles of Science Strand, Clinical rotations
<ul style="list-style-type: none"> <li>Understand the relationship between productivity, production systems and economics</li> </ul>	PMVPH strand, Clinical rotations
<b>25. Teaching/learning methods</b>	<b>Approximate total number of hours (BVSc)</b> These figures may differ during the COVID-19 pandemic
Lectures	787
Practical Classes	135
Clinical Rotations	28 weeks (not possible to specify hours)
Tutorials/Seminars	Year 1 - 21 Year 2 - 8 Year 3 = 6 hours (2x1hr pastoral tutorials per term) Years 4 & 5 will have regular group on-campus teaching during Intra-Mural Rotations
Directed Learning Sessions	163
<b>26. Assessment methods</b>	<b>Percentage of total assessment load</b>
Coursework/Oral Examination	Year 1 - 40% Year 2 - 40% Year 3 – 20% Year 4 – 0% Year 5 – Research Project 2 is a standalone piece of course work (Finals Part III) but is not a defined percentage of Finals assessment

Written Exams

Year 1 – 60%

Year 2 – 60%

Year 3 - 80%

Year 4 – n/a

Final year – not possible to calculate as “Finals” is split into 3 parts as follows:

Part 1 includes IMR, EMS, OSCEs and DOPS.

Part 2 Finals is the written exam.

Part 3 is the Research Project 2 (RP2).

## Work-Based Assessment on Rotations

- Continuous assessment in the clinical environment in the areas of professional activity, practical skills and clinical reasoning and application of knowledge.
- Competencies are assessed in each rotations and students must achieve competence by the end of rotations
- Practical skills are also assessed by Direct Observations of Practical Skills assessment

Assessment of Learning Objectives will take place during rotations as is done on Intramural Rotation of BVetMed:

Students performance will be assessed on each rotation.

Students will be assessed in the following categories

- **Professional Activity**
- **Practical Skills**
- **Clinical Reasoning and application of Knowledge**

A student will obtain one of the following grades in each category

- **Pass**
- **Fail**

Students receiving one or more “Fail” in any rotation assessment will also be considered to have failed that assessment. All core rotation assessments must be passed before a student can proceed to take BVetMed finals examinations.

### **Cause for Concern**

If the clinical team have concerns regarding the overall performance of a student, but do not feel these concerns warrant a fail grade in any of the three disciplines, they are at liberty to record a “Cause for Concern” notification.

Students will also be formally assessed in 14 competencies during the period of rotations and must achieve competence by the time of completion of the rotation cycle.

### **Direct Observation of Procedural Skills (DOPS)**

An overall result of “Competent” will be awarded for an individual DOPS assessment when a student has gained no more than one ‘Borderline Expected Competency’ grade (BLEC) for any assessment component, with all others graded as competent. If a student gains a grade of ‘Below Expected Competency’ (BEC) or gains two ‘Borderline

	Expected Competency' grades within a DOPS assessment, an overall result of "Not Yet Competent" will be awarded.
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## 27. Feedback

Describe how and when students will receive feedback, individually or collectively, on their progress in the course overall

In each module (Years 1 and 2) or strand (Year 3), various formative feedback opportunities are available throughout – these are detailed in module/strand outlines. They include formative online questions and answers, group sessions with questions and answers, feedback to the year group about exam performance, feedback to individual students about exam performance (at the student's request). Students are encouraged to seek feedback from lecturers and tutors as needed during all small group learning classes. Formative feedback is given continuously during each clinical rotation and formally at the end of each rotation.

## 28. Programme structures and requirements, levels, modules, credits and awards

	Module Title	FHEQ Level	Credits	Compulsory or optional
Year 1, Semester 1 & 2	Professional Studies and Evidence-Based Medicine	4	20	Core
Year 1, Semester 1 & 2	Cardiovascular, Respiratory and Locomotor Systems	4	20	Core
Year 1, Semester 1 & 2	Principles of Science	4	20	Core
Year 1, Semester 1 & 2	Animal Husbandry	4	30	Core
Year 1, Semester 1 & 2	Alimentary, Endocrine and Urogenital Systems	4	20	Core
Year 1, Semester 1 & 2	Neurology, Ophthalmology and Special Senses	4	10	Core
Year 2, Semester 1 & 2	Professional Studies and Evidence-Based Medicine	5	20	Core
Year 2, Semester 1 & 2	Cardiovascular, Respiratory and Locomotor Systems	5	20	Core
Year 2, Semester 1 & 2	Principles of Science (inc. Skin and Lymph)	5	40	Core
Year 2, Semester 1 & 2	Alimentary, Endocrine and Urogenital Systems	5	30	Core
Year 2, Semester 1 & 2	Population Medicine and Veterinary Public Health	5	10	Core
Years 3 -5	Please visit the Study pages of the RVC website for further details: <a href="https://www.rvc.ac.uk/study/undergraduate/bachelor-of-veterinary-medicine#tab-study">https://www.rvc.ac.uk/study/undergraduate/bachelor-of-veterinary-medicine#tab-study</a>			

## 29. Work Placement Requirements or Opportunities

### Animal Husbandry Extra Mural Studies

Students must complete 12 weeks of Animal Husbandry Extra Mural Studies before entry to Year 3 of the course, comprising:

- 2 weeks on a lambing enterprise
- 2 weeks on a dairy cattle farm
- 2 weeks at a commercial pig operation
- 2 weeks of equine experience

	<ul style="list-style-type: none"> <li>• 4 weeks of their choice.</li> </ul> <p><i>50% of these weeks will be required to be based in Wales unless specific approval is given by course directors</i></p> <p>Prior to commencing any Animal Husbandry Extra Mural Studies placements, students must satisfactorily complete a Direct Observation of Procedural Skills (DOPS) assessment of their animal handling skills in year 1.</p> <p><b>Clinical Extra Mural Studies</b></p> <p>Students must complete 26 weeks of Clinical Extra Mural Studies (EMS) during Years 3 to 5. Detailed regulations governing Clinical EMS are contained in the Clinical EMS Student Guidelines.</p> <p><i>50% of these weeks will be required to be based in Wales unless specific approval is given by course directors</i></p>
<b>30. Student Support</b>	<p>Years 1 and 2:  <a href="https://www.aber.ac.uk/en/student-support/">https://www.aber.ac.uk/en/student-support/</a></p> <p>Years 3, 4, and 5:  <a href="http://www.rvc.ac.uk/study/support-for-students">http://www.rvc.ac.uk/study/support-for-students</a></p>
<p><b>31. Assessment</b></p> <p>Years 1 &amp; 2: <a href="https://www.aber.ac.uk/en/academic-registry/handbook/">https://www.aber.ac.uk/en/academic-registry/handbook/</a></p> <p>Years 3, 4, and 5: <a href="https://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures">https://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures</a></p>	

Version Number	Amended by	Date
1.0	Collaborative Programmes Officer (RVC)	12/06/2019
1.1	Academic Quality Manager (RVC)	07/10/2019
1.2	Academic Quality Manager (RVC)	17/06/2020
1.3	Academic Quality Manager (RVC)	17/09/2020
1.4	Academic Quality Manager (RVC)	08/01/2021
1.5	Academic Quality Manager (RVC)	27/04/2021
1.6	Vice Principal Learning, Teaching and Assessment and RVC Link Academic	13/05/2021
1.7	Head & Chair Aberystwyth School of Veterinary Science	02/06/2021