

Programme Specification for the MRes

1. Awarding institution	The Royal Veterinary College
2. Teaching institution	The Royal Veterinary College (University of London)
3. Programme accredited by	N/A
4. Final award	MRes
5. Programme Title	Master of Research
6. Date of First Intake	September 2008
7. Frequency of Intake	Annually in October
8. Duration and Mode(s) of Study	Full time; one calendar year Part-time; two calendar years
9. Timing of Examination Board meetings	Annually in October
10. Date of Last Quinquennial Review	n/a
11. Date of Next Quinquennial Review	2012/2013
12. Entry Requirements	<p><i>Academic Requirements</i> Applicants should have a university honours degree (first or second class) in biological science, veterinary science or medicine.</p> <p><i>Other requirements:</i> Applicants from overseas will be required to provide evidence of proficiency in spoken and written English, including scientific usage and comprehension</p>
13. UCAS code	N/A
14. JACS Code	D200
15. Relevant QAA subject benchmark group(s)	N/A
16. Reference points	
17. Educational aims of programme	<p>The programme aims to:</p> <ul style="list-style-type: none"> • provide experience of planning and executing an in-depth research in an area of biological or veterinary science • equip the student to critically evaluate current research and methodologies; • provide the generic and transferable skills training to support the development of an early stage research student

18. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.

<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Research skills and techniques • Research planning • Good research practice • Safety and legal requirements • Research management • Presentation skills (written visual and verbal) • Statistical methods underpinning research 	<p>Teaching/learning methods: Students acquire knowledge and understanding through participation in:</p> <ul style="list-style-type: none"> • research presentations (attending and giving) • workshops • classes in statistics • undertaking research project <p>Assessment by:</p> <ul style="list-style-type: none"> • coursework (two oral presentations and one research essay) • statistical examination • poster presentation • written research project reports • oral examination
<p>B. Cognitive (thinking) skills:</p> <ul style="list-style-type: none"> • Systematic understanding and critical awareness of current problems and/or new insights into the forefront of the fields of study • Planning • Logic and reasoning • Comprehension • Visual and auditory processing 	<p>Teaching/learning methods: Students' cognitive skills are developed / reinforced through participation in:</p> <ul style="list-style-type: none"> • research presentations (attending and giving) • workshops • classes in statistics • undertaking research project <p>Assessment by:</p> <ul style="list-style-type: none"> • coursework (two oral presentations and one research essay) • statistical examination • poster presentation • written research project reports • oral examination
<p>C. Practical skills:</p> <ul style="list-style-type: none"> • Scientific skills, including the execution and analysis of laboratory, field or epidemiological studies • Use of software for data analysis and research reference management 	<p>Teaching/learning methods: Students learn practical skills through participation in:</p> <ul style="list-style-type: none"> • individual research project • workshops <p>Assessment:</p> <ul style="list-style-type: none"> • written research project reports • oral examination

<p>D.4. Key skills:</p> <ul style="list-style-type: none"> • communication skills • personal effectiveness • organisational skills • learning skills • information gathering and analytical skills • problem solving skills • information technology skills • entrepreneurial skills • networking and team-working • career management 	<p>Teaching/learning methods:</p> <p>Students learn key skills through</p> <ul style="list-style-type: none"> • regular interaction with supervisors and research groups • preparation of oral presentations • use of computer software in the preparation of oral presentations and research project report, analysis of field and experimental data • planning and executing research project • workshops <p>Assessment:</p> <ul style="list-style-type: none"> • written research project reports • oral examination • formative assessment of progress through presentations (oral and poster), a written essay
<p>19. Programme structures and requirements, levels, modules, credits and awards</p>	
<p>Students pursue training throughout the year leading to submission of a research project after 11 months and an oral examination at the end of one year.</p>	
<p>20. Work Placement Requirements (BVetMed and FdSc only)</p>	<p>N/A</p>
<p style="text-align: center;">ASSESSMENT</p>	
<p>21. Form of Examination</p>	
<p>One project dissertation of between 10,000 and 15,000 words.</p> <p>Project Oral Examination.</p>	
<p>22. Any requirements to be completed to permit entry to the examination</p>	<p>One essay or equivalent written work of 2000 to 2500 words.</p> <p>Two oral research presentations.</p> <p>Attendance at skills training workshops (induction, project planning, time management, effective presentation skills, scientific writing, enterprise training)</p> <p>Participation in the College Poster Day</p> <p>Completion of the statistics course</p> <p>Satisfactory attendance at 50% of College Research seminars</p>
<p>23. Marking Criteria</p>	
<p>.</p>	
<p>24. Allocation of Marks</p>	<p>See general marking scheme</p> <p>Research project and oral (90% written and 10% oral)</p>

25. Penalties for late submission	Project reports submitted after the due deadline cannot receive a mark greater than a bare pass. The only exception being if the student has been given an extension by the relevant tutor for an <i>allowable</i> reason.
26. Requirements to Pass Overall	A mark of 50% or greater for the research project and oral
27. Consequences of Failure	A candidate who fails at the first attempt shall have a right to re-sit as determined by the Board of Examiners. A candidate who fails at the second attempt will be required to relinquish the course; s/he will have a right of appeal as described in College Regulations.
28. Classification	From the average mark taken from all of the components defined in 24 above. 75% or more at the first attempt Distinction 65-74% or more at the first attempt Merit 50-64% Pass
29. Disclosure of Marks	Results will be published by candidate number.
30. Dates of Examinations	The project report will be submitted in September and the oral examination held later in the same year.
31. Mitigating Circumstances	See general assessment regulations
32. Extension to Deadlines	See general assessment regulations
33. Examination Offences	See general assessment regulations
34. Date of production/revision	

Marking Scheme for the MRes

Mark (%)	Descriptor	BVetMed & MSc	Core Grade Descriptor	Enhancer/Detractor Descriptor
0	No answer	Fail	Nothing presented, or work containing nothing at all of relevance.	
10	Extremely poor answer	Fail	Work containing almost no information or almost none of merit, mostly irrelevant to the question set.	
20	Very poor answer	Fail	Work containing very little information or relevant information with very limited evidence of understanding of the subject material. Demonstrates inadequate capability in description and communication.	
30	Poor answer	Fail	Work that indicates some evidence of understanding of the subject material but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and very sketchy.	
42	Clearly deficient answer	Fail		As 45 but with significant errors or omissions and lack of organisation or notable flaws in communication.
45	Deficient answer	Fail	Work which covers the basic subject matter adequately and is appropriately organised and presented, but is descriptive rather than analytical. The work is likely to be flawed by omissions, errors, misunderstanding of key concepts, or irrelevancies and lack of organisation. In selecting solutions to technical problems, established and appropriate methods will generally be chosen, and applied uncritically.	
48	Marginally deficient answer	Fail		As 45 but displaying fewer significant errors or omissions or lack of organisation. There may be signs of some analysis.
52	Adequate	Pass		As 55 but with significant/ frequent lapses and

	answer			limitations in skills of analysis and argument &/or flaws in communication/organisation.
55	Sound answer	Pass	Work displaying a competent grasp of concepts, methodology and content relevant to the question with no major defects. Material will be clearly communicated and provide some evidence of ability to engage in critical analysis. In dealing with solutions to technical problems, appropriate methods will be chosen.	
58	Very sound answer	Pass		As 55 but showing clear evidence of some critical analysis.
62	Quite good answer	Pass		As 65 but with less well developed skills of argument &/or limited evidence of wide reading.
65	Good answer	Merit	Work displaying powers of analysis and argument with a thorough grasp of concepts, methodology and content relevant to the question. Clear evidence of critical judgement in selecting, organising and synthesising information to construct an argument. Wider reading will normally be evident.	
68	Very good answer	Merit		As 65 but with responses that reveal occasional insight and/or originality.
75	Extremely good answer	Distinction	Work displaying powers of analysis and argument with a thorough grasp of concepts, methodology and content relevant to the question and evidence of ability to organise and synthesise them with clarity. Wider reading will be evident. Clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument with responses that reveal frequent insight and/or originality.	
85	Excellent answer	Distinction		As 75 but demonstrating an authoritative grasp of concepts and sustained power of argument. Evidence of the potential for skilled innovation in

				thinking and practice.
95	Outstanding answer	Distinction		As 85 and of near publishable standard.
100	Quite exceptional answer	Distinction	Work displaying powers of analysis and argument with an authoritative grasp of concepts, methodology and content relevant to the question and evidence of ability to organise and synthesise them with clarity, insight and efficiency throughout. There is evidence throughout of skilled innovation in thinking and practice, as well as wider reading, no identifiable errors and omissions and the answer will be of publishable standard.	