MSc Veterinary Education PROGRAMME SPECIFICATION:

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	Master in Science
5. Programme Title	Veterinary Education
6. Date of First Intake	September 2009 for the Postgraduate Diploma September 2010 for the Postgraduate Certificate and MSc part of the programme September 2011 for the Distance Learning and Associate
7. Frequency of Intake	Annually in September, throughout the year for Diploma students
8. Duration and Mode(s) of Study	Part time; two to six calendar years.
9. Timing of Examination Board meetings	Annually in September
10. Date of Last Periodic Review	2015
11. Date of Next Periodic Review	2019/2020
12. Entry Requirements	Entry to the programme will be open to graduates with a university degree or equivalent educational experience which is acceptable to the Royal Veterinary College Entry to the PG Diploma will be open to candidates with a PG certificate in higher education (level 7 qualification) or subject to Assessment of Prior Learning and Admission with Advanced Standing Entry to the final stage of MSc in Veterinary Education will be open to those candidates who have successfully completed the PG Diploma in Veterinary Education and have completed a level 6 research qualification. The course demands an excellent understanding of both written and spoken English language. We require all students

	to have a good level of written and spoken English. If your first language is not English you will be required to take either IELTS or TOEFL. The scores that we require are **7.0** in IELTS with no element below 6.5 or **93** in TOEFL with no element below 23 (internet-based test). Candidates are required to be involved in teaching and training of undergraduates and/or work-place training as there are practical assessments that involve teaching Candidates are also required to meet the specific computer hardware and software requirements given in the Student handbook with broadband internet access.
13. UCAS code	N/A
14. JACS Code	
15. Relevant QAA subject benchmark group(s)	N/A

16. Reference points

N/A

17. Educational aims of programme

Aims:

Postgraduate Certificate

The overall aim of the Postgraduate Certificate in Veterinary Education is to enhance the professional development of educators in the veterinary and para-veterinary sectors and to:

- facilitate the development of staff that have a substantial role in all areas of teaching and learning
- develop skills and knowledge in all areas of teaching and assessment
- maintain evidence-based professional practice

develop competent and reflective practitioners with a commitment to being engaged in the UK Higher Education Professional Standards Framework (UKPSF).

The main aim of the programme is to provide a learning environment in which individuals can develop their conceptual approach to Veterinary Education and their proficiencies in terms of skills, practices and attitudes as competent and reflective Veterinary and/or allied sector teachers.

Postgraduate Diploma

The programme is designed for educators who have completed a PG Certificate in Veterinary Education or equivalent qualification, and want to further explore Veterinary Education. It is targeted at those involved in teaching and assessment of veterinary and allied sector disciplines.

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

Postgraduate Certificate

By the end of the course, Postgraduate Certificate holders will be able to:

- apply their developing knowledge and understanding of educational theories, methods and practices to Veterinary Education
- use theories of learning to inform the design and delivery of teaching to match learner needs
- appraise curriculum design and different models to ensure that teaching methods delivery and assessment comply with standards and quality
- select and use appropriate assessment, feedback and evaluation strategies to ensure that learning outcomes are met
- identify, critically assess and address the emerging needs of the training requirements in accordance with current regional, national, and international educational policy
- adopt new teaching technologies to maximise learning and skills development
- develop a reflective and self-evaluative approach to practice
- critically appraise research in relevant educational fields, and develop skills to adopt an evidence-based practice
- continue to develop independent and lifelong learning skills to promote their own personal and professional development as veterinary educators, researchers and leaders.

Postgraduate Diploma & MSc

The programme offers opportunities for Candidates to achieve and demonstrate the following learning outcomes: An MSc graduate of the programme will be able to:

1. Evaluate educational theories, methods and practice which can be applied to Veterinary Education
2. Develop, design and deliver courses and programmes using a wide range of appropriate course development and delivery tools
3. Appraise curriculum design and models to ensure that teaching methods comply with standards and quality appropriate to the level of skill development

4. Select and use appropriate assessment and evaluation strategies to ensure that learning outcomes are met

5. Identify, critically assess and address the emerging needs of the training requirements to match the demands of the local provision

6. Adopt new teaching technologies to maximize skill development

7. Be a reflective and self-evaluative practitioner

8. Critically appraise research in veterinary and related educational fields, and develop skills to undertake qualitative and quantitative research using appropriate methodologies

9. Continue to develop independent and lifelong learning skills to promote their own personal and professional development as veterinary educators, researchers and leaders.

A. Knowledge and Understanding of:

- Theories of learning, how students learn, learning styles and how to motivate and support learners.
- Different teaching methods to be used in different environments, in small group, large group, practical, clinical settings, e-learning
- Overview of problem based, task based and work based learning and how each can be effectively used
- Assessing student learning, how to design assessment to align with learning and giving feedback to promote learning
- Evaluating and improving own practice through reflective and critical analysis of own teaching and tracking a teaching and learning portfolio for professional development
- Big educational theories, current trends and how they apply to veterinary education
- Pedagogic research and critical evaluation of both generic and veterinary educational literature to adopt best practice
- Basic principles in curriculum design, vertical and horizontal integration and how to align curriculum with outcomes and assessment
- Teaching different skills as students' progress through years, study skills, communication, clinical and independent learning skills.

B. Cognitive Skills:

- Reflection and self-evaluation
- Logic and reasoning
- Concentration and Perception
- Visual and auditory processing leading to Long-term memory

C. Practical skills:

- Ability to develop effective teaching to small and large groups, one to one teaching and online students at a distance
- Develop appropriate assessments to enhance learning
- Peer observation of teaching
- Developing and managing an online discussion group
- Reflective writing to evaluate own development
- Critical appraisal of technology that is available for teaching
- Curriculum development to ensure learning outcomes
- Critical review of educational literature
- Analyse qualitative and/or quantitative data on educational research

D. Key Skills:

- Development of independent learning, taking responsibility for own studies.
- Time management skills.
- Organizational skills.
- Becoming a reflective self-manager, by taking a systematic, analytical, strategic and reflective approach to tasks.
- Information gathering and analytical skills to make own judgements about ideas and knowledge.
- Language skills.
- Information technology skills.

Teaching/learning methods

Teaching, learning and assessment activities are aligned to ensure the objectives of the programme are clearly defined and that Candidates have the opportunities to achieve these outcomes. Assignment tasks within each module help to establish the theoretical knowledge base and assessment activities are designed to enhance the practical component and help Candidates to develop their own teaching practice. All teaching, learning and assessment activities are designed to help Candidates become actively involved in their learning and provide tools for them to identify and manage their learning to achieve the learning objectives to the best of their ability.

We recognise that each student's learning requirements are different and that they will change throughout their progression through the course. At the start of the programme, Candidates are given structured guidance and learning support in particular on reflective practice to enable them to become reflective practitioners. This will be achieved via face to-face and on-line discussions. The tutors will provide feedback and hints for improving performance and learning. Discussion and sharing of learning points with others on the course is encouraged to help each learner develop his or her own understanding of the content.

The teaching and learning activities will include a range of established and novel approaches. Using a combination of face-to-face and online modes, the activities will include:

1. Practical workshops to include small group work, critical analysis of scenarios, exploring ideas based on experiences, role rehearsal, presentations

2. Tutor and Peer observation of teaching practice and critical appraisal by tutors and peers as well as critical appraisal of peers

3. Self-directed and independent study, using LEARN, the virtual learning environment, using a range of resources available via online library and structured readings as advocated by the tutors. Developing a reflective diary for personal reflection.

4. Online presentations using Video-conferencing software such as Adobe Connect or SKYPE for synchronous discussions

5. Work-Based Directed Tasks

6. Literature-based research

This programme is designed so that the student is provided with all the materials that are needed to study for the MSc development.

Assessment

'Learning through assessment' is the main philosophy that is being adopted in developing assessments in the programme. Assessment has been aligned to learning outcomes and to influence learning. In all the modules assessments have been designed to incorporate the learners own work requirements and facilitate reflective practice. The following assessments methods are used:

Tutor marked assignments

Tutor and peer assessed teaching observations

Tutor and peer assessed online presentations

Tutor and peer assessed face to face presentations

Tutor assessment on developing and moderating online discussions

Tutor and peer assessments on use of technologies for teaching

Reflective and critical portfolio development

Reflective and evaluative essays tracking own development

Research methodology

Academic writing

19. Programme structures and requirements, levels, modules, credits and awards

Programme Structure:

Candidates are advised to study the compulsory core course before taking any optional courses. The different levels of the awards that comprise the MSc are:

1. Post Graduate Certificate in Veterinary Education

   Two pathways are available:

   Ether Two compulsory core modules of 30 credits each

   - Fundamentals in Veterinary Education (FIVE)
   - Current Issues in Veterinary Education (CIVE)

   OR Three compulsory core modules of 20 credits each

- Principles and Practice in Veterinary Education 1
- Principles and Practice in Veterinary Education 2
- Principles and Practice in Veterinary Education 3

PLUS

Four modules of 15 credits each chosen from:

- Enhancing learning and teaching with technology
- Teaching the basic sciences in a clinical context
- Assessment, Feedback and Learning
- Clinical Reasoning and patient based teaching
- Small group teaching
- Lecturing and Teaching in Large groups
- Educational Research Methods – Qualitative and Quantitative*
- Evidence based Veterinary Education

* Compulsory for entry to MSc level

2. The MSc in Veterinary Education is comprised of the Postgraduate Diploma in Veterinary Education

   PLUS

   Two compulsory modules

   Research project (45 credits)

   AND

   Educational Research methods – Qualitative and Quantitative (15 credits)
   OR

	Another 15 credit module from the above list that has not been taken as part of the PG Diploma (if Educational Research Methods – Qualitative and Quantitative was taken as part of the PG Diploma)
20. Work Placement Requirements	
ASSESSMENT See Modular Regulations for PGCert, PGDip and MSc	