



| <b>1. Applies to cohort commencing in:</b>  | September 2019   |           |         |           |  |         |         |         |         |     |     |         |         |
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| <b>2. Degree Granting Body</b>  | University of London   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>3. Awarding institution</b>  | The Royal Veterinary College   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>4. Teaching institution</b>  | The Royal Veterinary College   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>5. Programme accredited by</b>   | Elements of PGCertVetEd, Advance HE (TBC)  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>6. Name and title</b>  | Master of Science in Veterinary Education  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>7. Intermediate and Subsidiary Award(s)</b>  | Postgraduate Certificate in Veterinary Education<br>Postgraduate Diploma in Veterinary Education   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>8. Course Management Team</b>  | Professor Stephen May  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>9. FHEQ Level of Final Award</b>   | Level 7<br>See <a href="https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks">https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks</a>   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>10. Date of First Intake</b>   | Sept 2009 – PG Diploma<br>Sept 2010 – PG Certificate<br>Sept 2010 – MSc stage of programme<br>Sept 2011 – PG Certificate (distance learning)<br>Sept 2011 – Fundamentals in Veterinary Education (leading to AFHEA)  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>11. Frequency of Intake</b>  | PG Cert – annually in September<br>PG Dip – throughout the year<br>MSc – annually in September   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>12. Duration and Mode(s) of Study</b>  | Two to six calendar years; part time.  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>13. Registration Period (must be in line with the General Regulations for Study and Award)</b> | <table border="1"> <thead> <tr> <th colspan="2">Full Time</th> <th colspan="2">Part Time</th> </tr> <tr> <th>Minimum</th> <th>Maximum</th> <th>Minimum</th> <th>Maximum</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td>n/a</td> <td>3 years</td> <td>6 years</td> </tr> </tbody> </table> | Full Time |         | Part Time |  | Minimum | Maximum | Minimum | Maximum | n/a | n/a | 3 years | 6 years |
| Full Time   |  | Part Time |         |           |  |         |         |         |         |     |     |         |         |
| Minimum   | Maximum  | Minimum   | Maximum |           |  |         |         |         |         |     |     |         |         |
| n/a   | n/a  | 3 years   | 6 years |           |  |         |         |         |         |     |     |         |         |
| <b>14. Timing of Examination Board meetings</b>   | Annually in September  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>15. Date of Last Periodic Review</b>   | 2015   |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>16. Date of Next Periodic Review</b>   | 2019 - 2020  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>17. Language of study and assessment</b>   | English  |           |         |           |  |         |         |         |         |     |     |         |         |
| <b>18. Entry Requirements</b>   | Hyperlink to definitive current entry requirements on  |           |         |           |  |         |         |         |         |     |     |         |         |

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|   | <a href="https://www.rvc.ac.uk/study/postgraduate/veterinary-education">https://www.rvc.ac.uk/study/postgraduate/veterinary-education</a> |
| <b>19. UCAS code</b>  | N/A   |
| <b>20. HECoS Code</b>   | 100509  |
| <b>21. Relevant QAA subject benchmark</b>   | N/A   |
| <b>22. Other External Reference Points</b>  |   |
| UK Professional Standards Framework of Advance HE   |   |
| <b>23. Aims of programme</b>  |   |
| <p><b>Postgraduate Certificate</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• facilitate the development of staff that have a substantial role in all areas of teaching and learning</li> <li>• develop skills and knowledge in all areas of teaching and assessment</li> <li>• maintain evidence-based professional practice</li> </ul> <p>develop competent and reflective practitioners with a commitment to being engaged in the UK Higher Education Professional Standards Framework (UKPSF).</p> <p><b>Postgraduate Diploma</b></p> <p>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.</p> |   |
| <b>24. Overall Programme Level Learning Outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.</b>  |   |

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| <p><b>Postgraduate Certificate</b></p> <p>By the end of the course, Postgraduate Certificate holders will be better able to:</p> <ul style="list-style-type: none"> <li>• Design, justify and critically evaluate a range of educational approaches, taking into account the diverse needs of students and disciplinary areas</li> <li>• Critically evaluate different teaching approaches and methods in order to develop your own teaching practice in the light of what is known about learners' needs</li> <li>• Develop, critically evaluate and implement appropriate assessment and feedback strategies to ensure that students achieve their learning outcomes</li> <li>• Critically evaluate approaches to student support and guidance in diverse learning environments</li> <li>• Critically evaluate educational research and use it, alongside critical reflection, to develop your own professional practice.</li> </ul> | <p>Modules in which each learning outcome will be developed and assessed:</p> <p>Foundations in Veterinary Education</p> <ul style="list-style-type: none"> <li>• Student learning</li> <li>• Teaching Methods and Learning Materials</li> <li>• Reflective Practice</li> <li>• Assessment and Feedback</li> </ul> <p>Applied Concepts in Veterinary Education</p> <ul style="list-style-type: none"> <li>• Curriculum Design and Innovation</li> <li>• Workplace Learning</li> <li>• Leadership and Self-Regulated Learners</li> <li>• Educational Strategies and Employability</li> </ul> |
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### **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:

- Evaluate educational theories, methods and practice which can be applied to Veterinary Education
- Develop, design and deliver courses and programmes using a wide range of appropriate course development and delivery tools
- Appraise curriculum design and models to ensure that teaching methods comply with standards and quality appropriate to the level of skill development
- Select and use appropriate assessment and evaluation strategies to ensure that learning outcomes are met
- Identify, critically assess and address the emerging needs of the training requirements to match the demands of the local provision
- Adopt new teaching technologies to maximize skill development
- Be a reflective and self-evaluative practitioner
- Critically appraise research in veterinary and related educational fields, and develop skills to undertake qualitative and quantitative research using appropriate methodologies
- Continue to develop independent and lifelong learning skills to promote their own personal and professional development as veterinary educators, researchers and leaders

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

Four modules of 15 credits each chosen from:

#### **PG Diploma**

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 –

#### **MSc**

Qualitative and Quantitative  
 Evidence based Veterinary Education

MSc Project

- 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.

#### Cognitive Skills:

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

#### 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

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| <p>Key Skills:</p> <ul style="list-style-type: none"><li>• Development of independent learning, taking responsibility for own studies</li><li>• Time management skills</li><li>• Organizational skills</li><li>• Becoming a reflective self-manager, by taking a systematic, analytical, strategic and reflective approach to tasks</li><li>• Information gathering and analytical skills to make own judgements about ideas and knowledge</li><li>• Language skills</li><li>• Information technology skills</li></ul> <p><b>Learning outcomes should be specified for all intermediate awards as well as for the terminal award.</b></p> |  |
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| <b>25. Teaching/learning methods</b>   | <b>Approximate total number of hours</b>  |
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| <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Practical workshops - to include small group work, critical analysis of scenarios, exploring ideas based on experiences, role rehearsal, presentations</li> <li>• Tutor and Peer observation - of teaching practice and critical appraisal by tutors and peers as well as critical appraisal of peers</li> <li>• 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.</li> <li>• Online presentations - using Video-conferencing software such as Adobe Connect or SKYPE for synchronous discussions</li> <li>• Work-Based Directed Tasks</li> <li>• Literature-based research</li> </ul> <p>This programme is designed so that the student is provided with all the materials that are needed to study for the MSc development.</p> | <p>This is a mixed mode programme consisting of distance learners and face to face students, therefore the amount of time spent on each mode of learning will vary depending on the student status.</p> |

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| <p><b>26. Assessment methods</b></p> <p>‘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:</p> <ul style="list-style-type: none"> <li>• Tutor marked assignments</li> <li>• Tutor and peer assessed teaching observations</li> <li>• Tutor and peer assessed online presentations</li> <li>• Tutor and peer assessed face-to-face presentations</li> <li>• Tutor assessment on developing and moderating online discussions</li> <li>• Tutor and peer assessments on use of technologies for teaching</li> <li>• Reflective and critical portfolio development</li> <li>• Reflective and evaluative essays tracking own development</li> <li>• Research methodology</li> <li>• Academic writing</li> </ul> | <p><b>Percentage of total assessment load</b></p> <p>Postgraduate Certificate</p> <ul style="list-style-type: none"> <li>• In-course Assessment – 20%</li> <li>• End of Module Summative, Reflective Assignments – 40%</li> <li>• Teaching Observation – 20%</li> <li>• Teaching Presentation – 20%</li> </ul> <p>Postgraduate Diploma</p> <ul style="list-style-type: none"> <li>• Module practical tasks and assignments – 4 modules x 25% for each</li> </ul> <p>MSc</p> <ul style="list-style-type: none"> <li>• End of Research Methods Module Assignment – 25%</li> <li>• Research project and report – 75%</li> </ul> |
| <p><b>27. Feedback</b></p> <p>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.</p>  |  |

| <b>28. Programme structures and requirements, levels, modules, credits and awards</b>   |   |   |         |                        |
|---|---|---|---------|------------------------|
|   | Module Title  | FHEQ Level  | Credits | Compulsory or optional |
| Year 1  | Foundations in Veterinary Education (FIVE)  | 7   | 30      | Compulsory             |
| Year 1  | Applied Concepts in Veterinary Education (ACIVE)  | 7   | 30      | Compulsory             |
| Year 2  | Four modules of 15 credits each chosen from:<br><br>Enhancing learning and teaching with technology<br>Teaching the basic sciences in a clinical context<br>Assessment, Feedback and Learning<br>Clinical Reasoning and patient based teaching<br>Small group teaching<br>Lecturing and Teaching in Large groups<br>Evidence based Veterinary Education | 7   | 60      | Compulsory (4 modules) |
| Year 3  | Research Project  | 7   | 45      | Compulsory             |
| Year 3  | Educational Research Methods – Qualitative and Quantitative   | 7   | 15      | Compulsory             |
| <b>29. Work Placement Requirements or Opportunities</b>   |   | N/A   |         |                        |
| <b>30. Student Support</b>  |   | <a href="http://www.rvc.ac.uk/study/support-for-students">http://www.rvc.ac.uk/study/support-for-students</a> |         |                        |
| <b>31. Assessment</b><br>Hyperlink to A&A Regs<br><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> |   |   |         |                        |

| Version Number | Amended by | Date |
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