Royal Veterinary College
University of London

PROGRAMME SPECIFICATION

1. Applies to cohort commencing in:	July 2019
2. Degree Granting Body	University of London
3. Awarding institution	The Royal Veterinary College
4. Teaching institution	The Royal Veterinary College (University of London)
5. Programme accredited by	N/A
6. Name and title	Master of Veterinary Medicine
7. Intermediate and Subsidiary Award(s)	N/A
8. Course Management Team	Vicky Lipscomb (Course Director) Dominic Barfield (Deputy Course Director)
9. FHEQ Level of Final Award	FHEQ 7, See https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_16
10. Date of First Intake	Monday 2nd July 2018
11. Frequency of Intake	Annually
12. Duration and Mode(s) of Study	156 weeks, full time
13. Registration Period ***(must be in line with the General Regulations for Study and Award)***	Full Time: Minimum 36 mths, Maximum 48 mths; Part Time: Minimum N/A, Maximum N/A
14. Timing of Examination Board meetings	Annually
15. Date of Last Periodic Review	Validated January 2018
16. Date of Next Periodic Review	2023
17. Language of study and assessment	English
18. Entry Requirements	Hyperlink to definitive current entry requirements: https://www.rvc.ac.uk/study/postgraduate/residencies/small-animal#tab-entry-requirements
19. UCAS code	N/A
20. HECoS Code	100531
21. Relevant QAA subject benchmark	N/A
22. Other External Reference Points	
FHEQ level 7 (research and didactic modules); FHEQ level 8 and European Qualifications Framework (EQF) level 8 (clinical modules)	

23. Aims of programme

The MVetMed programme aims to produce graduates that:

- Are able to satisfy the credentials requirements and pass the examinations of their European or American Veterinary Specialty Colleges.
- Have the relevant speciality specific experience and expertise in clinical veterinary medicine or veterinary pathology, including being able to demonstrate self-direction and originality in tackling and solving problems when appropriate.
- Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of their specialties discipline or area of professional practice.
- Are able to deal with complex clinical issues both systematically and creatively, make sound judgements, sometimes in the absence of complete information or in light of unforeseen problems, and communicate their conclusions clearly to specialist and non- specialist audiences.
- Are of the highest quality, with additional personal, communication, teaching and professional skills, poised to take up leading positions as veterinary clinicians or pathologists in academia worldwide, in private practice, or in industry, where they will continue to advance their specialty knowledge, skills and understanding.
- Can use the critical analysis skills and research experience they have developed during the programme to conduct clinical research projects, continue to publish in the veterinary literature, as well as continue lifelong learning and best practice of evidence based veterinary medicine in their clinical practice.

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.

Knowledge & Understanding:	**Methods in which each learning outcomes will be developed and assessed:**
Demonstrate academic study of clinical discipline to a level expected for a specialist as defined in the knowledge requirements of the specialty board.	Continuous formative assessment of case management (on a daily basis) by senior clinicians/ pathologists. Review by senior clinician/pathologist of owner and/or referring vet communication documents. Continuous assessment of participation in clinical/pathology rounds by senior clinicians/pathologists. Assessment of contributions to graduate seminars by senior clinicians/pathologists on a weekly basis.
Draw on a diverse range of knowledge to critically evaluate and justify the rationale for clinical decisions within the context of specialist clinical practice.	
Develop and apply knowledge of research conduct, scientific writing and clinical research methodology skills	
Demonstrate understanding of ethical and welfare issues relating to clinical practice, teaching and research	

Cognitive (thinking) skills:	**Methods in which each learning outcomes will be developed and assessed:**
Critically examine and apply the evidence base relating to specialty area of clinical practice, demonstrating the synthesis of theoretical knowledge and understanding in relation to specialist clinical practice	Assessment of participation in journal and text reviews by senior clinicians/pathologists. Formative (1st year) and summative (2 & 3rd yr) oral journal club assessment and MCQ examination. Preparation and delivery of assessed oral presentations (formative and summative). Formative assessments of written assignments for the taught component of the research module with verbal and/or written feedback. Research project with continuous formative supervisor assessment and feedback, summative assessment of the written research report is by an internal and external examiner, an oral defence, and assessed oral or poster presentation of the work.
Awareness of new developments in specialty, demonstrating innovation in the application of knowledge to practice.	
Apply a critical approach to research project design and implementation, with confidence in statistical analysis of data.	
Reflect critically and constructively on clinical and professional role, taking responsibility for personal and professional learning and development.	
Practical skills and Abilities:	**Methods in which each learning outcomes will be developed and assessed:**
Proficiency in dealing with complex clinical cases under supervision, with increasing autonomy, using problem-solving, decision making and practical skills	Annual appraisal by clinical / pathology and research supervisors. Multisource feedback (formative and summative). Work Place Based Assessments (WPBA) of clinical activities to assess clinical competency (formative and summative) Attendance at scientific conferences.
Demonstrate excellent communication, organizational, teamwork and interpersonal skills.	
Develop and use oral presentation skills to deliver journal clubs, lectures, seminars, research abstracts, and ad hoc small group student teaching	
Develop and use information technology skills to support learning, practice and research activities.	
25. Teaching/learning methods	**Approximate total number of hours**
Participation in: • Management of clinical cases under supervision • Clinical rounds • Speciality resident rounds	>300 hours per year of direct clinical supervisor contact for 3 years

• Three taught sessions in year 1 (lectures, DL) on evidence based medicine and critical appraisal of articles • Critical assessment of the literature in speciality journal/book clubs with self-study to read and prepare for journal clubs • Friday morning seminars (Small Animal and Equine)	150hrs per year for 3 years
• Design, implementation and writing up an original research project for publication via self-directed research study time at all times under the guidance of face to face meetings with research supervisor • Taught research skills courses (lectures) with formative assignments (statistics, scientific writing, digital literacy)	400hrs over 3 years 50hrs over 2 years
26. Assessment methods	**Percentage of total assessment load**
Research module – summative to be completed by 1st April of third year: Research project poster OR oral presentation (at RVC or external meeting) Submission of research project written in the format of a paper suitable for publication in a peer-reviewed journal, word count <5000, without corrections from external journal reviewers therefore submitted to exams office at the time of submission to a journal or by 1st April of third year if not submitted to a journal. Oral defence of this project **Didactic module** will be assessed formatively (1st year) and summatively (2nd and 3rd year) by 1st May each year: 1hr on-line MCQ exam in the format of the specialty board examination (covering material in the previous 12-month didactic module) 45 mins critical article(s) appraisal oral presentation	 10% 80% 10% 50% 2nd year and 50% 3rd year Pass/fail 2nd year and 3rd year

Each clinical module (1, 2 & 3) will be assessed summatively by 1st May each year: Four WPBA, consisting of: 1 x mini clinical evaluation exercise (MiniCEX) OR 1 x Case Based Discussion (CbD) And 3 x of: MiniCEX OR CbD OR Direct Observation of Practical Skills (DOPS) 2 x Multi Source Feebdback (MSF)	 Pass/Fail Pass/Fail Pass/Fail

27. Feedback

Students will be given feedback throughout the course, including:

- Continuous daily feedback of case management and participation in clinical rounds, by senior clinicians/ pathologists and peers (formative for WPBA & MSF)
- Continuous weekly feedback of participation in journal clubs and other oral presentations by senior clinicians/ pathologists and peers (formative for summative oral presentations)
- Regular formative feedback from research supervisor during face to face meetings on research project progress
- End of year 1st year didactic module MCQ examination and oral presentation will be formatively assessed as practice for the 2nd and 3rd year summative didactic module MCQ examination and oral presentation assessments.
- Formative assessments of written assignments for the taught component of the research module will be given with verbal and/or written feedback
- SCTS will be given feedback for all WPBA which are summative assessments (assessing competency) that are repeated so the feedback for one is in itself formative for the next summative assessment
- Multisource 360 feedback is a summative assessment that is repeated so the feedback for one is in itself formative for the next summative assessment

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

	Module Title	FHEQ Level	Credits	Compulsory or optional
Year 1	Clinical 1	8	30	C
Year 2	Clinical 2	8	30	C
Year 3	Clinical 3	8	30	C
Year 1, 2 & 3	Didactic	7	45	C
Year 1, 2 & 3	Research	7	45	C

29. Work Placement Requirements or Opportunities	N/A
30. Student Support	http://www.rvc.ac.uk/study/support-for-students

31. Assessment

Hyperlink to A&A Regs https://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures#panel-course-assessment-and-award-regulations-2019-20

Version Number	Amended by	Date
1 – added Subsidiary awards to section 7	Sandra Ward	30/04/19
2 – reformatted	Sandra	14/05/19