PROGRAMME SPECIFICATION

1. Applies to cohort commencing in:	2025
2. Degree Granting Body	University of London
3. Awarding institution	The Royal Veterinary College
4. Teaching institution	The Royal Veterinary College
5. Programme accredited by	N/A
6. Name and title	Master of Veterinary Medicine (MVetMed)
7. Intermediate and Subsidiary Award(s)	N/A
8. Course Management Team	Dr Dominic Barfield (Course Director) Dr Helen Dirrig (Deputy Course Director) Postgraduate Medicine Course Management Committee
9. Level of Final Award	Level 7 See Office for Students (OfS) Sector-recognised standards
10. Date of First Intake	Monday 2nd July 2018
11. Frequency of Intake	Annually in July
12. Duration and Mode(s) of Study	156 weeks, full time. Face to face. Location: On-campus (RVC) (based also at external collaborative partners where applicable)

13. Registration Period (must be in line with the General Regulations for Study and Award)	Full Time	
	Minimum	Maximum
	36 mths	48 mths

14. Timing of Examination Board meetings	Annually in June
15. Date of Last Periodic Review	November 2013
16. Date of Next Periodic Review	November 2024
17. Language of study and assessment	English
18. Entry Requirements	https://www.rvc.ac.uk/study/postgraduate/residencies/small-animal#tab-entry-requirements
19. UCAS code	N/A
20. HECoS Code	100531 – Veterinary Medicine
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)
Quality Assurance Agency, The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, 2014
Office for Students (OfS) Sector-recognised standards

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.
- Draw on a diverse range of knowledge to critically evaluate and justify the rationale for clinical decisions within the context of specialist clinical practice.	Continuous assessment of participation in clinical/pathology rounds by senior clinicians/pathologists.
- Develop and apply knowledge of research conduct, scientific writing and clinical research methodology skills	Assessment of contributions to graduate seminars by senior clinicians/pathologists on a weekly basis.
- 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 • 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.	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.
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 • 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.	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.
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	400hrs over 3 years
• Taught research skills courses (lectures) with formative assignments (statistics, scientific writing)	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)	10%
Submission of research project written in the format of a paper suitable for publication in a peer-reviewed journal, word count <5000[1], 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.	80%
Oral defence of this project	10%
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)	50% 2nd year and 50% 3rd year
45 mins critical article(s) appraisal oral presentation	Pass/fail 2nd year and 3rd year

[1] A word limit >5000 words would be acceptable if the project has been submitted or due to be submitted to a journal suitable for the students publication requirements that accepts a greater word limit. Upon submission a note to explain the word limit as well as a link to the publication guidelines should be provided.

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)	Pass/Fail	
And 3 x of: MiniCEX OR CbD OR Direct Observation of Practical Skills (DOPS)	Pass/Fail	
2 x Multi Source Feedback (MSF)	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
- Students 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	Level	Credits	Compulsory or optional
Year 1	Clinical 1	8	30	Compulsory
Year 2	Clinical 2	8	30	Compulsory
Year 3	Clinical 3	8	30	Compulsory
Year 1, 2 & 3	Didactic	7	45	Compulsory
Year 1, 2 & 3	Research	7	45	Compulsory

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

31. Assessment

Assessment and Award Regulations on RVC website: http://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures

Version Number	Amended by	Date
1.0	Lisa Harber	27/03/2020
1.1	Academic Quality Manager	17/06/2020
1.2	Academic Quality Manager	19.02.2021
1.3	Academic Quality Manager	13.04.2021
1.4	Academic Quality Manager	31.05.2022
1.5	Academic Quality Manager	21.06.2022
1.6	Academic Quality Manager	19.12.2022
1.7	Academic Quality Manager	09.06.2023
1.8	Course Director	23.11.2023