

1. Applies to cohort commencing in:	2022												
2. Degree Granting Body	University of London												
3. Awarding institution	The Royal Veterinary College (University of London)												
4. Teaching institution	The Royal Veterinary College (University of London)												
5. Programme accredited by	Elements of PGCertVetEd, Advance HE (2019)												
6. Name and title	Master of Science in Veterinary Education (MSc Vet Ed)												
7. Intermediate and Subsidiary Award(s)	Foundation in Veterinary Education Module (includes requirements for AFHEA) Postgraduate Certificate in Veterinary Education (includes requirements for FHEA) Postgraduate Diploma in Veterinary Education												
8. Course Management Team	Professor Elizabeth Armitage-Chan Professor Stephen May												
9. FHEQ Level of Final Award	Level 7 See https://www.qaa.ac.uk/quality-code/qualifications-frameworks												
10. Date of First Intake	Sept 2009 – PG Diploma Sept 2010 – PG Certificate Sept 2010 – MSc stage of programme Sept 2011 – PG Certificate (distance learning) Sept 2011 – Fundamentals in Veterinary Education (leading to AFHEA)												
11. Frequency of Intake	FIVE Module – annually in September PG Cert – annually in September PG Dip – annually in September MSc – annually in September												
12. Duration and Mode(s) of Study	Three to six calendar years; part time. The programme is delivered via distance learning, using a blended approach of recorded presentations, reading material, offline group activities and real-time, synchronous seminars and tutorials held via videoconference.												
13. Registration Period (must be in line with the General Regulations for Study and Award)	<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
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n/a	n/a	3 years	6 years										
14. Timing of Examination Board meetings	Biannually in autumn and spring												
15. Date of Last Periodic Review	2022												
16. Date of Next Periodic Review	2028												
17. Language of study and assessment	English												

18. Entry Requirements	https://www.rvc.ac.uk/study/postgraduate/veterinary-education
19. UCAS code	N/A
20. HECoS Code	100509
21. Relevant QAA subject benchmark	N/A
22. Other External Reference Points	
UK Professional Standards Framework of Advance HE	
23. Aims of programme	
<p>Postgraduate Certificate</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"> • 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). <p>Postgraduate Diploma</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>	
24. Overall Programme Level Learning Outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.	
<p>Postgraduate Certificate</p> <p>By the end of the course, Postgraduate Certificate holders will be better able to:</p> <ul style="list-style-type: none"> • Design, justify and critically evaluate a range of educational approaches, taking into account the diverse needs of students and disciplinary areas • 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 • Develop, critically evaluate and implement appropriate assessment and feedback strategies to ensure that students achieve their learning outcomes • Critically evaluate approaches to student support and guidance in diverse learning environments • Critically evaluate educational research and use it, alongside critical reflection, to develop your own professional practice. • Recognise the positioning of students' education in the context of wider stakeholders, and incorporate this into pedagogical decisions where appropriate 	<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"> • Student learning • Teaching Methods and Learning Materials • Evidence to Practice • Assessment and Feedback • "Putting it all together": Curriculum <p>Applied Concepts in Veterinary Education</p> <ul style="list-style-type: none"> • Educational Strategies and Employability • Leadership and Self-Regulated Learners • Learning in the Virtual World • Learning in the Workplace • "Putting it all together": The Reflective Practitioner

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
- 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

Four modules of 15 credits each chosen from:

PG Diploma

Four 15-credit modules, selected from a variety of options. (Current modules provided below as an example):

Professional Identity and interprofessionalism
Teaching the basic sciences in a clinical context
Assessment, Feedback and Learning
Clinical Reasoning and patient-side teaching
Small group teaching
Lecturing and Teaching in Large groups

Research Bridging Module

Evidence Based Veterinary Education. This is a compulsory module, provided annually, for Diploma students who wish to progress to the MSc, and it must be taken during the student's Diploma studies. Students with previous research experience at Level 7 or above will be able to apply for exemption.

MSc

Educational Research Methods – Qualitative and Quantitative

MSc Project

- 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
- Self-evaluation
- Critical thinking
- Reasoning

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

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

Learning outcomes should be specified for all intermediate awards as well as for the terminal award.

25. 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.

The teaching and learning activities will include a range of established and novel approaches. Activities will include:

- Tutor and Peer observation - of teaching practice and critical appraisal by tutors and peers as well as critical appraisal of peers
- 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.
- Online presentations - using Video-conferencing software such as Zoom for synchronous discussions
- Work-Based Directed Tasks
- 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.

Approximate total number of hours

Postgraduate Certificate: 600 study hours
Postgraduate Diploma: 600 study hours
MSc: 600 study hours

Study hours are based on the credits awarded for the individual modules. Study hours include:

- Focused study time, working through online course materials and engaging in required module activities
- Assessment time: planning and preparing formal assignments
- Informal study time: reflecting on the application of taught content to one's daily practice, which might take place during the participant's own teaching and professional work

26. Assessment methods

'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

Percentage of total assessment load

Foundations in Veterinary Education (as freestanding module, for AFHEA)

- In-course Assessment – Must complete
- Teaching Observation – Must pass
- End of Module Summative Reflective Assignment – 100%

Postgraduate Certificate

- In-course Assessment – Must complete
- End of Module Summative, Reflective Assignments – 100%
- Teaching Observation – must pass
- Teaching Presentation – must pass

Postgraduate Diploma

- Module practical tasks and assignments – 4 modules x 25% for each

MSc

- End of Research Methods Module Assignment – 25%
- Research project and report – 75%

27. Feedback

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. The tutors will provide feedback and guidance 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.

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

	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 (CIVE)	7	30	Compulsory
Years 2-3*	<p>Four 15 credit modules selected from those available, which currently include:</p> <ul style="list-style-type: none"> • Teaching the basic sciences in a clinical context • Assessment, Feedback and Learning • Clinical Reasoning and patient-side teaching • Small group teaching • Lecturing and Teaching in Large groups • Professional identity and interprofessionalism <p>*Note: only four modules can be taken during a calendar year. It is usually the case that students take their chosen four modules over 2 years, which maximises module options and is recommended for those balancing the course alongside full-time work.</p> <p>Plus Evidence Based Veterinary Education (compulsory Diploma Module for those wanting to proceed to MSc without previous level 7 or level 8 degree)</p>	7	60	Compulsory (4 modules)
Year 3 or Year 4, depending on Diploma completion	Advanced Educational Research Methods – Qualitative and Quantitative	7	15	Compulsory
Years 3 to 5	<p>Research Project</p> <p>Note: The duration of the research project can be extended to 18 months, or completed within a minimum of 6 months for students intending to complete both MSc modules within one academic year. Students are encouraged to make this decision following discussion with their supervisor, based on the project they wish to pursue.</p>	7	45	Compulsory
29. Work Placement Requirements or Opportunities		Advance HE stipulates for those seeking AFHEA or FHEA		

	recognition that they must be employed in the delivery of Higher Education (UK qualification level 6 or above, or international equivalent).
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30. Student Support	http://www.rvc.ac.uk/study/support-for-students
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31. Assessment Assessment and Award Regulations https://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures
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Version Number	Amended by	Date
1	Academic Quality Manager	06.02.2020
2	Dr Liz Chan	24.08.2020
3	Dr Liz Chan	9.02.2021
4	Dr Liz Chan	9.11.2021
5	Academic Quality Manager	07.04.2022