

1. Applies to cohort commencing in:

2024

2. Degree G.8 1oc7.2 69. W nBT0 g/TT2 1 Tf0.0

		start of Year 3 until final examination.
14. Timing of Examination Board meetings	First Year BVSc: June/July Second Year BVSc: June/July Third year BVSc: July/Aug Finals BVSc: TBC	
15. Date of Last Periodic Review	N/A	

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.

At the time of graduation students should, to a standard appropriate for a new veterinary graduate, be able to:

- Describe the normal structure and function of animals including principles of homeostasis and explain the aetiology, pathophysiology and pathogenesis of common diseases that affect them.

Strands/Modules in which each learning outcome will be developed and assessed:

Integrated course so developed and assessed in all strands. Year 1 and 2 are taught and

<ul style="list-style-type: none"> Communicate effectively with the public, colleagues and other professionals both verbally and in writing; including constructing and updating clinical records and correspondence, using appropriate terminology for the audience concerned. 	Principles of Veterinary Practice strand, clinical rotations
<ul style="list-style-type: none"> Explain the principles and behaviours that underpin professionalism, teamwork and ethical decision-making (judgement) and apply these in a veterinary setting. 	Principles of Veterinary Practice strand, clinical rotations
<ul style="list-style-type: none"> Engage in life-long learning and self-reflection to improve overall competence. Recognise professional limits and seek support when needed. 	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
<ul style="list-style-type: none"> Be able to cope with incomplete information and effectively use information services and information technology. 	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.

- Explain fundamental scientific, pharmacological and medical principles that underpin the use of drugs and vaccines and the use of diagnostic tests and imaging techniques.

Integrated course so developed

26. Assessment methods	Percentage of total assessment load
Coursework/Oral Examination	Year 1 – 50%

Work-Based Assessment on Rotations

- Continuous assessment in the clinical environment in the areas of professional activity, practical skills and clinical reasoning and application of knowledge.
- Competencies are assessed in each rotation and students must achieve competence by the end of rotations
- Practical skills are also assessed by Direct Observations of Practical Skills assessment (DOPS)

Assessment of Learning Objectives will take place during rotations as is done on Intramural Rotation of BVetMed.

Students will be assessed in the following categories

- **Professional Activity**
- **Practical Skills**
- **Clinical Reasoning and application of Knowledge**

Students will also be formally assessed in 14 competencies during each rotation and must achieve competence by completion of rotations.

Direct Observation of Procedural Skills (DOPS)

An overall result of "Competent" will be awarded for an individual DOPS assessment when a student has gained no more than one 'Borderline Expected Competency' grade (BLEC) for any assessment component, with all others graded as competent. If a student gains a grade of 'Below Expected Competency' (BEC) or gains two 'Borderline Expected Competency' grades within a DOPS assessment, an overall result of "Not Yet Competent" will be awarded.

27. Feedback

Describe how and when students will receive feedback, individually or collectively, on their progress in the course overall

In each module (Years 1 and 2) or strand (Year 3), various formative feedback opportunities are available throughout – these are detailed in module/strand outlines. They include formative online questions and answers, group sessions with questions and answers, feedback to the year group about exam performance, feedback to individual students about exam performance (at the student's request). Students are encouraged to seek feedback from lecturers and tutors as needed during all small group learning classes. Formative feedback is given continuously during each clinical rtaiontand -12.2 (m)-1.1 (or)-6.3 (m)-12.4 (at)-8.9 (l)38.9 (l)-8 (dt)-1.1 (t)-1.2 (he c-12.2 (e)-1

	<p>are contained in the Clinical EMS Student Guidelines.</p> <p><i>50% of these weeks will be required to be based in Wales unless specific approval is given by Co-Course directors for exceptional circumstances only.</i></p>
--	--

30. Student Support	<p>Years 1 and 2: https://www.aber.ac.uk/en/student-support/ Years 3, 4, and 5: http://www.rvc.ac.uk/study/support-for-students]</p>
----------------------------	--

31. Assessment Years 1 & 2: https://www.aber.ac.uk/en/academic-registry/handbook/ Years 3, 4, and 5: https://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures

Version Number	Amended by	Date
1.0	Collaborative Programmes Officer (RVC)	12/06/2019
1.1	Academic Quality Manager (RVC)	07/10/2019
1.2	Academic Quality Manager (RVC)	17/06/2020
1.3	Academic Quality Manager (RVC)	17/09/2020
1.4	Academic Quality Manager (RVC)	08/01/2021
1.5	Academic Quality Manager (RVC)	27/04/2021
1.6	Vice Principal Learning, Teaching and Assessment and RVC Link Academic	13/05/2021

re51m()TjETEMC /Artifa