

Programme Specification

1. Awarding institution	The Royal Veterinary College
2. Teaching institution	The Royal Veterinary College (University of London)
3. Programme accredited by	N/A
4. Final award	Level 4 Certificate in Work-based Learning and Research
5. Programme Title	BSc Bioveterinary Sciences and Bachelor of Veterinary Medicine Placement Year Scheme
6. Date of First Intake	2010/2011 for BScBiovetSci, 2011/2012 for BVetMed and Graduate Accelerated BVetMed
7. Frequency of Intake	Yearly
8. Duration and Mode(s) of Study	Minimum 30 weeks full-time work-based learning
9. Timing of Examination Board meetings	Yearly (June)
10. Date of Last Quinquennial Review	N/A
11. Date of Next Quinquennial Review	BScBiovetSci 2012/2013 BVetMed and Graduate Accelerated BVetMed 2014/2015
12. Entry Requirements	<p>Registered student on the BSc Bioveterinary Sciences or Bachelor of Veterinary Medicine or Graduate Accelerated Veterinary Medicine course.</p> <p>BSc/BVetMed students who have completed Year 1 with a pass mark of 60% may progress onto the Placement Year</p> <p>BSc/BVetMed students who have completed Year 1 with a pass mark of 55% must demonstrate motivation and aptitude to progress onto the Placement Year</p> <p>BSc/BVetMed students must complete and pass Year 2</p> <p>Graduate Accelerated BVetMed students must pass Preclinical Year 1</p> <p>Written offer of a Placement from a placement provider.</p> <p>The proposed placement project must address the Learning Outcomes.</p> <p>The RVC must have selected an appropriate</p>

18. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.

After the Placement Year, the student should be able to:

1. Demonstrate an understanding of professional conduct within the workplace
2. Discuss the placement provider's strategic aims, finances and profitable activities
3. Understand the importance of intellectual property and confidentiality in business and research
4. An appreciation of the culture of the placement provider and of the relevance of the project to the organisation
5. Clearly communicate their project aims, background, results and proposals for future research
6. Discuss the relevance of the project aims and results with respect to recent literature and formulate their own ideas for future projects

Teaching/learning methods

Teaching, learning and assessment activities are aligned to ensure the objectives of the programme are clearly defined and that students have the opportunities to achieve these outcomes. Assignment tasks will focus the student's attention to ensure they achieve the Learning Outcomes. All learning and assessment activities require that the students are actively involved

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Specific Teaching and Learning Activities

During BSc/BVetMed Year 1:

- 1) A lecture (and social event, starting 2011) to introduce the benefits of the placement year scheme, and what the scheme involves, to first year students. Oral testimonials from previous placement students will be presented and there will be an opportunity for prospective placement students to talk to previous placement students.
- 2) A discussion to answer any queries interested students have about the placement year scheme. Advice will be given on how to prepare for making applications, such as identifying their own strengths and how they can be demonstrated and gathering contacts that may be useful for applications.
- 3)

During BSc/BVetMed Year 2:

Year 2 starts one week earlier for:

- 1) Overview session of how to apply for placements and the criteria that the students and placements must satisfy
- 2) CV/Application workshop (delivered by Specialist Institutions' Careers Service)
- 3) Interview workshop (delivered by Specialist Institutions' Careers Service)

Assessment

The range of assessment strategies deployed on this course have been selected and managed to promote deep and effective learning, leading directly to an improved understanding and application of learning. All assessment tasks are aligned to the learning outcomes and will monitor integrative and extended understanding of the subjects. Assessment is in line with current RVC Assessment and Award Regulations.

Formative assessment activities are designed to enable students to assess their progress and help them identify and plan the continuation of their project and further learning activities. Dialogue between the student and their supervisor, academic tutor and peers via formative assessment and discussion, provides individualised feedback, to help reinforce good practice and importantly, help show where and how improvements can be made.

Summative assessments are used at the end of placement year to ensure that students have achieved the Learning Outcomes.

Formative Assessment Activities throughout the placement year scheme:

- Tutor and student telephone discussion (after 1 week)
- Tutor and Supervisor assessed Preliminary Report (after 6 weeks)
- Tutor visits to discuss progress at 8 weeks and half way through placement
- Self-assessment of skills via questionnaires in the Learning Journal
- Participation in virtual meetings with peers and a tutor
- Discussions with supervisor and tutor
- Reflection and Reintegration one-day workshop
- Placement Supervisor's formal assessment

Summative Assessment Activities at the end of each placement scheme:

- 1) Project report (100%).
- 2) Reflective Oral Presentation.

All course assignment work will be guided by and marked in accordance with marking schemes provided by the course.

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

The Placement Year

Level: 4 Credits: 120 Award: Certificate in Work-based Learning and Research

Module	Level	Year	Credits	Comments
Placement Year	4	P	120	

20. Work Placement Requirements

Minimum of 30 weeks full-time with minimum 8 weeks research