

16. Reference points

- i. Veterinary Surgeons Act (1966)
- ii. Report of the Committee of Enquiry into Veterinary Research ("Selborne") (1997)
- iii. QAA Benchmark Statement, Veterinary Science (2002)
- iv. Veterinary Education and Training: a Framework for 2010 and beyond. (RCVS, 2002)
- v. EU Directive 2005/36/EC (2005), as amended by Directive 2013/55/EU (2013)
- vi. Report of the North American Veterinary Medical Education Consortium (NAVMEC) (2011)
- vii. Accreditation Policies and Procedures of the AVMA Council on Education (Mar 2014)
- viii. RCVS standards and procedures for the accreditation of veterinary degrees, incl RCVS Day One Competences & RCVS EMS Policy and Guidance (Feb 2015)

17. Educational aims of programme

To develop the knowledge, skills and attributes to promote and enhance animal health and welfare, and public health through scholarship, scientific and professional endeavour, and veterinary practice

To equip students with the knowledge, skills and attributes to meet the current and future challenges of all aspects of the veterinary profession.

To provide a learning environment that appreciates diversity, promotes excellence in learning and teaching, and embeds a desire for life-long learning

To satisfy the requirements determined by the Royal College of Veterinary Surgeons, the American Veterinary Medical Association and the Veterinary Directives of the European Union

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

Teaching/learning methods

In the didactic parts of the course, teaching and learning is based upon:

- whole-class lectures;
- small group tutorials;
- groupwork in directed learning classes;
- computer-assisted learning;
- demonstrations;
- practical work in laboratory and dissection classes;
- practical classes utilising live animals;
- directed and self-directed reading;
- directed and self-directed practice in the Clinical Skills Centre;
- self-evaluation
- animal husbandry placements;
- placements in veterinary practices;
- production of project reports.

In the final one and a half years of the course, teaching and learning is based upon:

- observation, discussion and practical experience as a member of the clinical team in the , and in clinical enterprises in which the College is a collaborating partner;
- placements in veterinary practices;
- attendance at lectures, seminars and workshops;
- completion of a major research project.

Assessment

Objective Structured Clinical Examinations (OSCEs) and Directly Observed Procedural Skills (DOPS) to assess your practical clinical competencies and animal handling skills
Structured oral examinations, which test your integrated understanding of animal structure and function

Spot tests assessing observation skills, interpretation and the application of knowledge using images, specimens or radiographs.

In course assessments (poster, presentation, reports)

Multiple choice questions (MCQs) testing factual knowledge

Extended matching questions (EMQs) and case studies testing clinical reasoning

Problem-solving questions

Essay questions testing understanding, analysis, synthesis and critical thinking.

Research projects

Continuous assessment in the clinical environment in the areas of professional activity, practical skills and clinical reasoning and application of knowledge.

12 weeks of placements (AHEMS) on farms and in other animal establishments

26 weeks of clinical placements (EMS) in veterinary practices and similar settings

ICT skills test

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

Gateway Year (Year Zero)	Year One	Year Two	Year Three	Year Four	Year Five
Animal Handling Proficiency Training and Assessment					
Biology of the Cell					
Inheritance, Genetics and Evolution module					
Development module					

