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| <b>1. Applies to cohort commencing in:</b> | 2024  |
| <b>2. Degree Granting Body</b>             | University of London  |
| <b>3. Awarding institution</b>             | The Royal Veterinary College (University of London)   |
| <b>4. Teaching institution</b>             | The Royal Veterinary College (University of London)   |
| <b>5. Programme accredited by</b>          | Advance HE for the PG Cert Vet Ed   |
| <b>6. Name and title</b>                   | Master of Science in Veterinary Education (MSc Vet Ed)<br>Postgrad)   |
|  | (includes requirements for AFHEA)<br>Postgraduate Certificate in Veterinary Education (includes requirements for FHEA)<br>Postgraduate Diploma in Veterinary Education  |
| <b>8. Course Management Team</b>           | Course Director - Elizabeth Armitage-Chan<br>Deputy Course Director - TBC<br>PG Cert Year Leaders - Emily Hall & Rachel Davis<br>PG Dip L2.4(p Li2 ( D)-2.9 (i)5.9 (a)-3T4TA AMCID 37 BD6-1.mo12.<br><br>MSc Year Leaders – Kirsty Fox & Tierney Kinnison |
| <b>9. Level of Final Award</b>             | Level 7<br>See  |

**14. Timing of Examination Board meetings**

Biannual

way that reflects one's own role as well as the impact on wider stakeholders.

**On successful completion of the Postgraduate Diploma course, students will be able to:**

**Modules in which each learning outcome**

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|   | <ul style="list-style-type: none"> <li>Engaging large groups in the modern university</li> <li>Professional identity and interprofessionalism</li> <li>Technology supported learning and teaching</li> <li>Evidence Based Veterinary Education - bridging module and not part of the Diploma</li> </ul>  |
| <ul style="list-style-type: none"> <li>Engage with the complexities of education by recognising the multiplicity and context-dependent nature of problem-solving and education design [practical and written assignment]</li> </ul>   | <ul style="list-style-type: none"> <li>Assessment, Feedback and Learning</li> <li>Clinical Reasoning and patient-side teaching</li> <li>Curriculum development and leadership</li> <li>Education leadership and coaching</li> <li>Small group teaching</li> <li>Engaging large groups in the modern university</li> <li>Professional identity and interprofessionalism</li> <li>Technology supported learning and teaching</li> <li>Evidence Based Veterinary Education - bridging module and not part of the Diploma</li> </ul> |
| <b>On successful completion of the MSc course, students will be able to:</b>  | <b>Modules in which each learning outcome will be developed and assessed:</b>  |
| <ul style="list-style-type: none"> <li>Critically evaluate qualitative and quantitative education research that is relevant to one's own discipline (ERMQQ)</li> </ul>  | <ul style="list-style-type: none"> <li>Educational Research Methods – Qualitative and Quantitative</li> <li>Research Project</li> </ul>  |
| <ul style="list-style-type: none"> <li>Identify and critically assess education and how it meets the demands of local needs, and design research that contributes to addressing identified education issues (ERMQQ and RP)</li> </ul> | <ul style="list-style-type: none"> <li>Educational Research Methods – Qualitative and Quantitative</li> <li>Research Project</li> </ul>  |

- Develop and carry out education research, including applying appropriate quantitative and/or

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| <p>Online learning:</p> <ul style="list-style-type: none"> <li>• Recorded video presentations</li> <li>• Reading material</li> <li>• Asynchronous written peer discussion</li> <li>• Interactive 'real time' seminars</li> <li>• Small group tutorials</li> <li>• Online activities</li> </ul> | <p>Postgraduate Certificate: 600 study hours<br/> Postgraduate Diploma: 600 study hours<br/> MSc: 600 study hours</p> <p>Study hours are based on the credits awarded for the individual modules. They include a combination of contact time, self-study and reflection:</p> <ul style="list-style-type: none"> <li>• Focused study time, working through online course materials and engaging in required module activities</li> <li>• Assessment time: planning and preparing formal assignments</li> <li>• 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.</li> </ul> |
| <p><b>26. Assessment methods</b></p>   | <p><b>Percentage of total assessment load</b></p>  |

- Formative assignments
- Peer feedback
- Observation of teaching
- Formative presentations (tutor and peer feedback)
- Reflective essays
- Research essays
- Presentations of teaching / curricular plans
- Research (M Ik-1.229 Tdurricu Tw Tw 4.41 0 Td( )TjE(bBDC /C9. 1 Tf-9.506 -1.217 Td@0787j/TT1 1 Tf0.458 0 Tc

x (i0713.Far)-6 Td( )Tj-0.01]T19.93 0 Tw [( (t)-1.1 m.3 (v)-8 (at)-1.(er)-6e(v)-83.2 p(es)-8 (a(l)-8.9 (ec)-8.1 (t)-1.4 (i8 (en (i)3.



**31. Programme structures and requirements, levels, modules, credits and awards**

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|-----|--|-----|--|--|---|----|----------|---------|
| 2-3 |  | RVC |  | Small group teaching                           | 7 | 15 | Optional | Stage 1 |
| 2-3 |  | RVC |  | Engaging large groups in the modern university | 7 | 15 | Optional | Stage 1 |
| 2-3 |  | RVC |  | Professional identity and interprofessionalism |   |    |          |         |



