MSc Veterinary Education PROGRAMME SPECIFICATION:

1. Awarding institution	The Royal Veterinary College
2. Teaching institution	The Royal Veterinary College (University

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

Postgraduate Certificate

4.	Select and use appropriate assessment and evaluation strategies to ensure that learning outcomes are met

5.	Identify, critically assess and address the emerging needs of the training requirements to match the demands of the local provision

6.	Adopt new teaching technologies to maximize skill development

7.	Be a reflective and self-evaluative practitioner

8.	Critically appraise research in veterinary and related educational fields, and develop skills to undertake qualitative and quantitative research using appropriate methodologies

9.	Continue to develop independent and lifelong learning skills to promote their own personal and professional development as veterinary educators, researchers and leaders.

A. **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
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C. **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

D. **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.

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 theira

The teaching and learning activities will include a range of established and novel approaches. Using a combination of face-to-face and online modes, the activities will include:

1. Practical workshops to include small group work, critical analysis of scenarios, exploring ideas based on experiences, role rehearsal, presentations

2. Tutor and Peer observation of teaching practice and critical appraisal by tutors and peers as well as critical appraisal of peers

3. 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.

4. Online presentations using Video-conferencing software such as Adobe Connect or SKYPE for synchronous discussions

5. Work-Based Directed Tasks

6. 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.

Assessment

'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

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

Programme Structure:

Candidates are advised to study the compulsory core course before taking any optional courses.

The different levels of the awards that comprise the MSc are:

1. Principles & Practice in Veterinary Education I

    4 units of study comprising 20 credits

2. Principles & Practice in Veterinary Education II

20. Work Placement Requirements	

ASSESSMENT
See Modular Regulations for PGCert, PGDip and MSc