

PROGRAMME SPECIFICATION

1. Applies to cohort commencing in:	2021
2. Degree Granting Body	University of London
3. Awarding institution	The Royal Veterinary College
4. Teach T&TQq0.000008874 07DC q285.13 63:	

21. Relevant QAA subject benchmark	N/A
22. Other External Reference Points	
<ul style="list-style-type: none"> i. Veterinary Surgeons Act (1966) ii. EU Directive 78/1027/EEC (1978) iii. Report of the Committee of Enquiry into Veterinary Research ("Selborne") (1997) iv. QAA Benchmark Statement, Veterinary Science (2019) v. Veterinary Education and Training: a Framework for 2010 and beyond. (RCVS, 2002) vi. EU Directive 2005/36/EC (2005) vii. RCVS Guidelines on the Essential Competencies Required of the New Veterinary Graduate (2006) viii. RCVS EMS Recommendations, Policy and Guidance (2009) ix. Report of the North American Veterinary Medical Education Consortium (NAVMEC) (2011) x. Criteria and guidance for RCVS approval of veterinary degree courses in the UK & overseas (2011) xi. Accreditation Policies and Procedures of the AVMA Council on Education (2012) 	
23. Aims of programme	
<p>To provide a sound training in essential basic veterinary clinical skills for those:</p> <ul style="list-style-type: none"> ◁ training to be a veterinary surgeon at establishments other than RVC ◁ qualified surgeons in jurisdictions other than the UK/EU seeking to update and develop their skills <p>The Postgraduate Certificate in Veterinary Clinical Studies at the RVC provides the career-building opportunity for students studying outside the UK to undertake training in the RVC's comprehensive clinical educational programme, including at the RVC's leading hospitals.</p> <p>Features of certificate:</p> <ul style="list-style-type: none"> ◁ The certificate is a 48-week programme – with a minimum of 28 weeks in the hospitals and practices linked to the RVC ◁ The opportunity to take placements at veterinary practices throughout the world (completing the 48 week programme). ◁ Seminars and small group, workplace based learning led by world-class clinicians. ◁ Working as a member of the clinical team, you will learn in small groups through observation, discussion and practical experience. While at the RVC, you will receive feedback on your clinical work each week and be formally assessed at the end of each clinical rotation. Mentors on external placements will also provide feedback on your work with them. <p>Further Details</p> <ul style="list-style-type: none"> ◁ May start date, subject to availability. ◁ Completion of the Postgraduate Certificate in Veterinary Clinical Studies leads to a Master's level qualification 	
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.	
E.g. On successful completion of the Postgraduate Certificate in Veterinary Clinical Studies, students will be able to:	Modules in which each learning outcome will be developed and assessed:
◁ Explain the key components that constitute primary and preventative healthcare and advise on, and implement, recommended prophylaxis, nutrition and husbandry programmes in order to improve animal care, prevent disease and inform client education.	Assessment of learning objectives to be integrated in Rotation Assessment – see below

<ul style="list-style-type: none"> ◁ Advise on animal management and welfare, and safeguard human, animal and environmental health (One Health); including principles of biosecurity, food safety, risk assessment & mitigation, zoonosis and surveillance. ◁ Recognise, prevent and diagnose diseases and disorders of animals. ◁ Be able to select and interpret appropriate diagnostic tests and formulate a treatment plan; considering pain management, client financial status & patient referral when indicated. ◁ Develop sound clinical reasoning skills including a logical problem solving approach in order to effectively solve clinical problems and make decisions. ◁ Demonstrate technical and procedural competence ◁ Apply scientific principles, method and knowledge to clinical practice and research. ◁ Proficiently search for and critically analyse literature and use evidence-based medicine to influence clinical decision-making. ◁ Explain how knowledge of the veterinary business environment influences the practice, its team, its clients, marketing and financial management ◁ 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. 	<p>Assessment of learning objectives to be integrated in Rotation Assessment – see below</p>
<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. ◁ Engage in life-long learning and self-reflection to improve overall competence. ◁ Recognise professional limits and seek support when needed. 	<p>Assessment of learning objectives to be integrated in Rotation Assessment – see below</p>

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- ◁ Be able to cope with incomplete information and effectively use information services and information technology.
 - ◁ Explain fundamental scientific, pharmacological and medical principles that underpin veterinary medicine
 - ◁ Use the principles of anaesthesia to suggest and safely perform an anaesthetic plan, from carrying out an anaesthetic risk assessment through to patient recovery.
 - ◁ Understand the relationship between productivity, production systems and economics

Work-based Assessment on Rotations

Students will be formally assessed in 14 competencies during each rotation and must achieve competence by completion of rotations. The 14 competencies fall within the following categories

Professional Activity

Practical Skills

Clinical Reasoning and application of Knowledge

A student will obtain one of the following for the overall rotation mark based on achieving competencies

< **Pass**

< **Fail**

All core and track rotations must achieve a pass to meet requirements

The types of knowledge, skills, attitudes and behaviours that guide assessment during rotations are summarised in the table on page 9.

Cause for Concern

If the clinical team have concerns regarding the overall performance of a student, but do not feel these concerns warrant a fail grade they are at liberty to record a "Cause for Concern" notification.

Direct Observation of Procedural Skills (DOPS)

Students will be required to be deemed competent in a published list of Day 1 competencies by the end of rotations.

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.

