

Harper & Keele

VETERINARY SCHOOL

Programme Specification

1 Awarding Institution:	Joint authority of Harper Adams University and Keele University
2 Teaching Institution:	Harper Adams University and Keele University
3 Course Accredited by:	(*Subject to Accreditation) Royal College of Veterinary Surgeons (RCVS)
4 Final Award and Level:	Bachelor of Veterinary Medicine and Surgery, Level 7
5 Interim Award(s) and Level(s):	<ul style="list-style-type: none">• Certificate of Higher Education Animal Health Science (Level 4)• Diploma of Higher Education Animal Health Science (Level 5)• BSc Honours Animal Health Science (Level 6)
6 Award Title:	Bachelor of Veterinary Medicine and Surgery
7 UCAS Code:	D100
8 JACS Code(s):	D200
9 HECOS Code(s) and CAH2 Group:	100531 (Veterinary Medicine) CAH05-01 (Veterinary Sciences) (100%)
10 QAA Benchmark Statement(s):	Veterinary Science (2002)
11 Language of Study:	English
12 Mode of Study:	Full-time
13 Course Duration:	5 years
14 Date Approved or Revised:	Validation Event Held on 28 th and 29 th January 2019 Joint Academic Board – 11 th August 2021 Programme Approvals Committee – 26 th May 2022 Joint Academic Board – 27 th October 2022, 26 th January 2023, 24 th May 2023 Programme Approvals Committee – 21 st July 2023 Joint Academic Board – 2 nd February 2024 Programme Approvals Committee – 12 th September 2024

	(Approved for Entry Cohorts 2021-22 2026-27)
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CONTEXT AND RATIONALE

The Harper and Keele Veterinary School (Vet School) shares the common philosophy of the two universities to provide an outstanding learning and teaching experience, alongside a commitment to grow the reputation in research. Both universities are consistently ranked at the top of the league tables for student satisfaction and perform very strongly in graduate employability. The Vet school will continue with this tradition.

Harper Adams University has specialised in providing teaching and research for the agriculture sector and in particular the animal health and welfare sector for over a century. Keele University brings an established track-record in the life sciences, the biomedical sciences and a medical school, which has developed an outstanding reputation.

There remains an unsatisfied demand from prospective students for veterinary medicine university places. The Vet School will provide further choice for a diverse range of applicants to pursue a more industry-focussed programme, facilitated by the distributed delivery model adopted.

The provision provides a single five-year degree programme leading to a Bachelor in Veterinary Medicine and Surgery (BVetMS) qualification, and the training will be delivered on both sites, with the final clinical rotation year using a distributed model of clinical placement providers to provide the necessary training. Widening Participation (WP) and equality and diversity is a key area of concern in veterinary medicine. The Vet School proposes to establish a clear aim to contribute towards a broader application base and is keen to attract those who traditionally might not have considered a career in veterinary medicine. In support of this Vet School aspiration both universities will independently provide preparatory years for prospective candidates who do not possess the required entry profile. Successful completion will provide access to this programme, subject to satisfying the progression requirements.

GENERIC AIMS

The Bachelor of Veterinary Medicine and Surgery award aims to provide the following:

- 1) To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.
- 2) To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective.
- 3) To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.
- 4) To develop those skills of professional scholarship required for career management, lifelong learning and innovation.
- 5) To inculcate an awareness of the wider consequences of economic activity and a determination to minimise harmful effects on the environment and on people.
- 6) To provide a lively, stimulating and challenging educational experience.
- 7) To deepen knowledge and understanding of facts, concepts and principles in a specialist area beyond that acquired in undergraduate studies.
- 8) To develop the skills required to deal with complexity and uncertainty in the application of concepts and principles to the solution of management, scientific, technical or economic problems.

- 9) To provide a sound basic research training to underpin a further degree or research in a professional context.
- 10) To develop personal autonomy, initiative and responsibility and to evaluate the work of others.

AWARD-SPECIFIC AIMS

The Bachelor of Veterinary Medicine and Surgery award aims to provide the following:

- 11) To equip students for a career in Veterinary Medicine and Surgery.
- 12) To develop the student's understanding of the scientific principles associated with the development of products, systems and methods for the promotion of good animal health.
- 13) To develop the student's ability to identify and solve problems associated with the wellbeing of animals.
- 14) To develop the student's ability to synthesise solutions to animal health and welfare and human health problems affecting commercial animal husbandry, the equine industry and companion animals.
- 15) To develop an understanding of the range of techniques used in research and development in animal health sciences
- 16) To develop a deep understanding of techniques that support accurate diagnosis and management of animal disease and knowledge that enhances animal health
- 17) To enable students to gain the practical skills to meet RCVS day one competencies.
- 18) To enable students to develop skills required to interact with the range of professionals participating in the maintenance of animal and human health.

GENERIC OUTCOMES (articulated at level 7)

On successful completion of Bachelor of Veterinary Medicine and Surgery award, students will be able to:

Knowledge and Understanding

- A. Confidently, and with critical awareness, demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, and show a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
- B. Create, use and critically evaluate appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.

Intellectual skills

- C. Analyse complex data using a range of appropriately selected techniques, draw out robust findings in this process, and critically evaluate the effectiveness of the analytical.
- D. Relate a range of complementary and contradictory ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.

- E. Critically review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, using appropriately selected methods and with a detailed awareness of the limitations of the source material and the analytical approach.

Professional attributes

- F. Select, develop, use, and critically evaluate technologies to enable or enhance the performance of a range of tasks, and demonstrate the use of technologies at the forefront of their discipline or relevant profession.
- G. Work effectively with others, with minimal or no supervision, and by showing leadership qualities, to achieve positive outcomes and confidently demonstrate leadership and management capabilities within a team situation and critically assess the performance of self, others and the group.
- H. Recognise, pursue, record and reflect on personal development to pursue credible well-researched personal career goals, appreciate the changing nature of the workplace, demonstrate personal resilience and a commitment to lifelong learning.
- I. Communicate fluently, effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, professional conventions, impact maximisation and accessibility requirements.
- J. Confidently perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards and personal career aspirations.
- K. Act independently, autonomously, and with initiative, balancing curiosity, professional requirements and personal values, to undertake academic and practical tasks.
- L. Using appropriate strategies, select and use research to inform the development of knowledge and understanding, and to inform decision-making.

Global Citizenship

- M. Critically evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
- N. Compare and contrast international examples or case studies that are associated with the discipline: appreciate the cultural contexts that give rise to differences or similarities and work with an active awareness of global factors or trends that have an impact on specific areas of study.
- O. Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate highly developed personal

responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.

AWARD-SPECIFIC OUTCOMES

On successful completion of the Bachelor of Veterinary Medicine and Surgery award, students will be able to:

- P. Satisfy the Royal College of Veterinary Surgeons (RCVS) day 1 competences (Details of the competences and their mapping on to modules are provided in Appendix 1).
- Q. Apply principles of anatomy, physiology and associated animal health sciences to health and disease.
- R. Select, devise and evaluate preventative and treatment strategies associated with the maintenance of the health status of animals.
- S. Apply veterinary epidemiology to animal and human health.
- T. Select and evaluate diagnostic modalities in animal disease.
- U. Demonstrate the reflection and communication skills required for client and inter-professional collaboration.

RELATIONSHIP WITH EXTERNAL REFERENCE POINT(S)

The learning outcomes of the Bachelor in Veterinary Medicine and Surgery award are mapped against the QAA Subject Benchmark Statement(s): Veterinary Science (2002). As such, the programme is concerned with the application of the underpinning Veterinary Sciences to the health management requirements of companion, farm and other animals.

Since it is the intention of the programme to lead to the Accreditation of the award by the Royal College of Veterinary Science (RCVS) the programme also maps on the professional competencies and knowledge encompassed by the RCVS Day 1 competences.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

The “RCVS standards and procedures for the accreditation of veterinary degrees” document has provided a required skeleton of the required knowledge and understanding, skills and competencies and practical course provision and has been used in the development of the curriculum, associated facilities and development of school structure. Informal advice and guidance has been provided by the RCVS with a formal visit in year 3 and a final accreditation visit in year 5. Full details of the accreditation requirements and process is provided in: **RCVS standards and procedures for the accreditation of veterinary degrees** (<https://www.rcvs.org.uk/setting-standards/accrediting-primary-qualifications/accrediting-veterinary-degrees/accreditation-standards/>)

COURSE PROGRESSION, MODULE COMPENSATION, TRANSFER, ADVANCED STANDING, MAXIMUM PERIOD OF REGISTRATION

For information regarding progression and reassessment, please see the programme specific Assessment Regulations document.

Module Compensation Exclusions

For Bachelor of Veterinary Medicine and Surgery all modules must be successfully completed following permissible reassessment for the award to be made (see the programme specific Assessment Regulations for permitted reassessment). It will not be possible to be compensated in any modules at any stage of the programme.

Transfer

Students may use credits gained on a credit transfer basis subject to the requirements of the receiving programme. Each case will be considered on its own merits and is subject to the requirements of the programme onto which the transfer is made.

Entry with Advanced Standing

Transfers onto the 2nd year of the course from existing RCVS accredited Veterinary Science/Medicine programmes may be possible where content matches this programme sufficiently and will be considered on a case-by-case basis.

Maximum Period of Registration

The maximum period for which a student may be registered on the programme is 8 years. Of the three additional years above the normal registration period one may be a restudy year permitted by the Board of Examiners. The balance of additional years may be periods of Leave of Absence or dormancy (ie. awaiting reassessment opportunities).

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

The programme is based on a credit-accumulation system. Modules are also at different levels from Levels 4 – 7, starting at level 4 in year one and progressing to level 7 in the final year, according to their intellectual challenge. In each year students will study 120 credits. As is the norm with Veterinary Schools the teaching week will be intensive for the students and we anticipate approximately 28 hours per week of contact time. The minimum credit requirements needed to progress to interim and final awards have been outlined above and are reflected in the corresponding course structure which follows.

Interim Awards

The requirements for interim awards associated with final awards are as follows:

- **Certificate of Higher Education in Animal Health Science** – The outcomes (articulated at level 4) required for this award are – A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, Q and R. Students will have obtained a minimum of 120 credits at level 4 or above. There is no specific module(s) that need to have been achieved for this interim award, the student is required to meet the stated outcomes only. The curriculum map will be key to ensuring this requirement is achieved.
- **Diploma of Higher Education in Animal Health Science** – The outcomes (articulated at level 5) required for this award A, B, C, D, E, F, G, H, I, J, K, L, M, N, Q, R, S and T. Students will have obtained a minimum of 240 credits at level 4 & 5 with a maximum of 150 at level 4 of which at least 90 should be at level 5 or above. There is no specific module(s) that needs to have been achieved for this interim award, the student is required to meet the stated outcomes only. The curriculum map will be key to ensuring this requirement is achieved.
- **BSc (Hons) Animal Health Science-** The outcomes (articulated at level 6) required for this award are: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, Q, R, S and T. If the student does not achieve the criteria for registration with the RCVS but has obtained at least 360 credits with a minimum of 90 at level 6 and has achieved all other outcomes this alternative award can be made. There is no specific module(s) that needs to have been achieved for this interim award, the student is required to meet the stated outcomes only. However students must demonstrate ability to work independently, normally evidenced by completion of a research project. The curriculum map will be key to ensuring this requirement is achieved.

Course Structure for Bachelor of Veterinary Medicine and Surgery (BVetMS)

	Taught Modules				Assessment-only Modules
Year 1	Animal Management for Health and Production	Veterinary Anatomy and Physiology	Animal Behaviour and Welfare	Professional Skills and Academic Practice	Competency Development and Attainment – Phase 1 #
	VET-10005	VET-10001	VET-10007	VET-10009	VET-10015
	Level 4 45 credits	Level 4 45 credits	Level 4 15 credits	Level 4 15 credits	Level 4 0 credits
Year 2	Comparative Anatomy and Physiology	Animal Health Sciences	Veterinary Epidemiology and Population Medicine	Communication and Professional Skills	Competency Development and Attainment – Phase 2 #
	VET-20001	VET-20003	VET-20005	VET-20007	VET-20011
	Level 5 45 credits	Level 5 45 credits	Level 5 15 credits	Level 5 15 credits	Level 5 0 credits
Year 3	Veterinary Pathology	Preparation for Clinical Practice	Veterinary Public Health and State Veterinary Medicine	Law, Ethics and Professional Practice	Competency Development and Attainment – Phase 3 #
	VET-30001	VET-30003	VET-30007	VET-30009	VET-30033
	Level 6 45 credits	Level 6 45 credits	Level 6 20 credits	Level 6 10 credits	Level 6 0 credits
Year 4	Clinical Medicine and Surgery ##			Business and Professional Skills	Competency Development and Attainment – Phase 4 #
	VET-30035			VET-30017	VET-30037
	Level 6 105 credits			Level 6 15 credits	Level 6 0 credits
Year 5	Clinical rotations with Support/tutorials at both sites ## (Over a 44-week final year, each student will be timetabled for 26 weeks of scheduled rotations, allowing time to complete their Clinical EMS).				Competency Development and Attainment – Phase 5 ###
	VET-40007				VET-40009
	Level 7 120 credits				Level 7 0 credits

In addition to the credit-bearing modules, there are zero-credit bearing modules in each year which provide an envelope for competency development and attainment. These modules contain portfolios aligned to each credit-bearing module which include formative experiences, evidence of professional development and reflective practice, clinical skill and technical observations and non-graded threshold competency assessments. These are the Competency Development and Attainment modules (Phase 1 – 5)

Validation Date: 28th and 29th January 2019

Date of Approval following Response to Validation Report: May 2019

Period of Approval: Entry Cohorts 2020-21 – 2026-27

Revisions Approved by the Joint Academic Board on 11th August 2021 and Programme Approvals Committee on 26th May 2022.

Revisions Approved by the Joint Academic Board on 27th October 2022 and Programme Approvals Committee on 21st July 2023.

Revisions Approved by the Joint Academic Board on 2nd February 2024 and Programme Approvals Committee on 12th September 2024.

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Assessment philosophy

The assessment of the programme is driven by the need to provide formative feedback throughout the programme incorporating the principles of competency-based veterinary education so that students may develop and demonstrate their ability to satisfy the RVCS Day 1 competences and accompanying underpinning knowledge. A range of formative and summative assessments will be used throughout the programme, with a focus on work-place based observations and programmatic assessments to inform student attainment of day-one competences. The integrated nature of the programme and the necessity to demonstrate all 45 competences is achieved by providing multiple assessment opportunities during the academic year. Progression will only be possible from one year to the next on successful completion of the credit requirement as outlined above, with no compensation possible for marginal achievement in any module. Competency development will be monitored to inform progression, with attainment of each competency required no more than 12 months after completion of the associated level of study. Details of the assessments employed are provided in the module descriptors which should be referred to when reading this document.

The pass mark for all modules will be 50% as will the pass mark for all exam assessment elements. Some modules have assessments based on a pass/fail basis, where the element must be passed following the permissible attempts. Details are available within the assessment regulations.

Learning and teaching methods

The curriculum has been developed on the basis that the cohort will be equally split across the two sites in terms of teaching activity and student residential accommodation. The site of residential accommodation is designated the home site and is where most of a student's class time will be spent in the first four years. Students will spend full days on either site, with lectures delivered remotely to half the cohort when the year cohort is not together.

Lecture streaming: For lectures delivered when the students are on different sites, lecture streaming will be used to ensure that all students at either the lecture site or the remote site will be able to ask questions in real-time during the class. This can be either verbally or via online text according to student choice. All lectures will also be recorded and held on the online learning platform for future reference and study.

To support these lectures, practical classes and tutorial type classes will be delivered on both sites, or on one site on the travel days when specialist facilities are required. It is anticipated the students will travel to the "non-home" site four days in every four week cycle. When all students are on the same site (2 days each week) efforts will be made to mix groups to ensure full integration of students from the two sites. The lectures and on-site classes will also be complemented with online learning activities and resources.

The curriculum progresses along the following overlapping themes:

- Normal Function;
- Abnormal Function;
- Diagnostic investigation and clinical decision making;
- Professional Competency Development;
- Professional Competency Application.

These themes will primarily be delivered within the clinical modules each academic year and via the Clinical Rotations in year five, with speciality and professional content being provided by the remaining modules delivered each year. It is intended that clinical context will be included from day one via both clinical-relevant tutorials, and case based formative assessment, although the model is not a fully “integrated” one. Although delivered in separate modules, it is the intention to deliver an integrated Professional Skills Programme over the first four years.

Higher level professional/clinical skills are developed throughout the programme by means of Extra Mural Studies (EMS) and Intramural Clinical Rotations (IMR).

Students will be required to gain 38 weeks of EMS experience throughout the programme. Periods have been allocated within the academic year to achieve this but students should expect to spend much of the normal vacation periods completing this. In summary, whilst the onus is on the students to secure such experience the programme team will monitor this throughout the programme to guide students as to progress and to gain all required experience in a timely manner. The 12 weeks of preclinical EMS, normally completed by the end of the second year. The 26 weeks clinical EMS normally started in year three, must be completed before the end of the course. These weeks are an important step to students achieving the *RCVS Day 1 Competences*, and in determining initial career choice. Further guidance is provided within the *Harper and Keele Veterinary School Extra Mural Studies Handbook* available to all students.

Clinical rotations will be organised by the programme team over 44 weeks from the end of year 4 to May in year 5, with the formal 26 weeks of clinical rotation element interspersed with student choice clinical EMS. In summary: five weeks spent in a first-opinion large animal practice, four weeks in a first-opinion equine practice, four weeks in a first-opinion small animal practice, one week in a practice with a significant exotics case load, two weeks in a referral hospital, one week in emergency and critical care, and two weeks in specialised clinical practice (dermatology, behaviour, ophthalmology, dental and oncology). You will also have the opportunity to spend four additional weeks in your choice of rotations from the above. There will be a defined set of aims for the individual clinical placements, which will be modified by the previous experience and skillset of the group of students involved. Students in different rotation groups will be combined to form Action Learning Sets, via the online learning platform, to plan, review and develop professional and transferable skills through the year.

Transferable skills

The generic course outcomes achieved in each module are identified within the curriculum map at each level and provide a comprehensive account of how each graduate attribute is achieved. In addition to this, there is a detailed mapping of the RCVS day one competences which is provided within each module.

Typical assessment

There are a range of assessments used within the programme which reflect the diverse requirements of the programme and the needs of the students. These are detailed in the individual module descriptors. The methods used will reflect the RCVS competences and underpinning knowledge and the outcomes being developed and assessed. Detailed breakdown of the assessments are provided in each module descriptor, these should be consulted for further information.

ENTRANCE REQUIREMENTS

Qualification	Offer	
UCAS Tariff		Not accepted – requirements are considered by qualifications and grades and not in UCAS tariff terms
A level	A A A	<ul style="list-style-type: none"> • Biology at grade A or Chemistry at grade A. • A second science subject at A A third subject of your choice at A. There are exclusions which will be available online.
Pearson BTEC Level 3 National Extended Diploma	D*D* D*	<ul style="list-style-type: none"> • 'Animal Management with Science'; • 'Applied Science' or 'Biomedical Science'; Full details of specific requirements available on line.
City and Guilds Level 3 National Extended Diploma	D*	<ul style="list-style-type: none"> • 'Animal Management (Science)'. Full details of specific requirements available on line.
Harper Adams Preparatory year		Achieved 120 credits and an overall mean mark of 70% from at least 90 credits of the modules studied.
Keele Foundation year		Full details of specific requirements available on line
Access to HE Diploma	D	Full details of specific requirements available on line
Scottish Advanced Higher	B B	Full details of specific requirements available on line
Advanced Welsh Baccalaureate Skills Challenge Certificate	A	<ul style="list-style-type: none"> • Applicants who have achieved this qualification with grade A will be accepted • Two A levels at grade A in Biology or Chemistry, • Another science (which may include either of the above).
Cambridge International Pre-U Certificate – Principal subjects	D3, D3, M1	Full details of specific requirements available on line.
GCSE/National 4/National 5 (In addition to other qualifications).	A minimum of five GCSEs at grade 7 or above including: <ul style="list-style-type: none"> • Science and Additional Science OR <ul style="list-style-type: none"> • Biology and Chemistry. with at least a grade 6 in: English Language, Mathematics, Physics (if taken as a separate GCSE). Full details of specific requirements available on line	

Qualification	Offer	
International Baccalaureate Diploma Programme	34 points	Full details of specific requirements available on line
Irish Leaving Certificate-Higher Level	H1,H1, H2, H2, H2	Full details of specific requirements available on line

Additional entry requirements

Interview

All applicants to this course must attend an interview if invited and cannot receive an offer without attending an interview. Interviews will be held at our Harper Adams campus from November following the application deadline and all applicants must ensure they are available during this time before applying. If invited, it may not be possible to rearrange an interview for a different date, so applicants must ensure they are available for interview before applying and inform us by email of any specific days within this time period when they are unavailable.

Other

All applicants must submit an online work experience form by the deadline. The form must be submitted independently of, and in addition to, the UCAS application and the Harper and Keele Veterinary School will not normally contact applicants reminding them to submit the form before the deadline. The form will be available on the Harper and Keele Veterinary School website for the duration of the UCAS application window at the following page: <https://www.harperkeelelevetschool.ac.uk/study/430/how-to-apply/>

In the form, applicants will need to demonstrate that they meet our minimum work experience requirements of at least two weeks or part time equivalent (70 hours) in a veterinary practice and four weeks (140 hours) which may include other animal environments (e.g. kennels, cattery, animal shelter, farm, stables, zoo, pet shop, etc.) from within the three years directly preceding entry onto the programme. Work experience completed more than three years before the deadline will not be counted towards the requirements but can still be included on the form.

Curriculum Map: Bachelor of Veterinary Medicine and Surgery Year 1 (Level 4)

This map identifies where the generic and award specific outcomes are developed and assessed within the course, by specified modules. It also provides a check list for quality assurance purposes and could be used in validation, accreditation and external examining processes by making the learning outcomes transparent. In this way, it also helps students monitor their own learning, personal and professional development as the course progresses. The map shows only the main broadly defined measurable learning outcomes.

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Animal Management for Health	X	X	X	X	X	X	X		X				X	X				X			
Veterinary Anatomy and Physiology	X	X	X						X								X				
Animal Behaviour and Welfare	X	X	X				X		X						X			X			
Professional Skills and Academic Practice	X	X	X	X	X	X	X	X	X	X	X	X									
Competency Development and Attainment – Phase 1		X	X					X		X	X										

Key to outcomes

A	Knowledge
B	Problem Solve
C	Analysis
D	Synthesis
E	Evaluation
F	Digital Competence
G	Team Work
H	Career Develop
I	Communications
J	Practical Comp
K	Autonomy
L	Research
M	Sustain Practice
N	Global
O	Ethics
P	Satisfy the RCVS day 1 competences
Q	Apply principles of anatomy, physiology and associated animal health sciences to health and disease
R	Select, devise and evaluate preventative and treatment strategies associated with the maintenance of the health status of animals.
S	Apply veterinary epidemiology to animal and human health
T	Select and evaluate diagnostic modalities in animal disease
U	Demonstrate the reflection and communication skills required for inter-professional collaboration

Detailed articulation of outcomes A to O appropriate to this level provided in Appendix 2

Curriculum Map: Bachelor of Veterinary Medicine and Surgery Year 2 (Level 5)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	S	T	U
Comparative Anatomy and Physiology	X		X	X	X		X		X	X							X			
Animal Health Sciences	X	X	X				X		X	X		X					X			X
Veterinary Epidemiology and Population Medicine	X	X	X										X	X				X	X	
Communication and Professional Skills	X					X		X	X											
Competency Development and Attainment – Phase 2						X		X	X	X	X	X								

Key to outcomes

A	Knowledge
B	Problem Solve
C	Analysis
D	Synthesis
E	Evaluation
F	Digital Competence
G	Team Work
H	Career Develop
I	Communications
J	Practical Comp
K	Autonomy
L	Research
M	Sustain Practice
N	Global
O	Ethics
P	Satisfy the RCVS day 1 competences
Q	Apply principles of anatomy, physiology and associated animal health sciences to health and disease
R	Select, devise and evaluate preventative and treatment strategies associated with the maintenance of the health status of animals.
S	Apply veterinary epidemiology to animal and human health
T	Select and evaluate diagnostic modalities in animal disease
U	Demonstrate the reflection and communication skills required for inter-professional collaboration

Detailed articulation of outcomes A to O appropriate to this level provided in Appendix 2

Curriculum Map: Bachelor of Veterinary Medicine and Surgery Year 3 (Level 6)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Veterinary Pathology	X	X	X	X					X		X		X	X			X			X	
Preparation for Clinical Practice	X		X			X	X		X			X	X				X	X		X	
Veterinary Public Health and State Veterinary Medicine	X	X	X					X	X					X					X		
Law, Ethics and Professional Practice	X	X	X		X				X				X		X						
Competency Development and Attainment – Phase 3	X	X						X	X	X	X		X		X						

Key to outcomes

A	Knowledge
B	Problem Solve
C	Analysis
D	Synthesis
E	Evaluation
F	Digital Competence
G	Team Work
H	Career Develop
I	Communications
J	Practical Comp
K	Autonomy
L	Research
M	Sustain Practice
N	Global
O	Ethics
P	Satisfy the RCVS day 1 competences
Q	Apply principles of anatomy, physiology and associated animal health sciences to health and disease
R	Select, devise and evaluate preventative and treatment strategies associated with the maintenance of the health status of animals.
S	Apply veterinary epidemiology to animal and human health
T	Select and evaluate diagnostic modalities in animal disease
U	Demonstrate the reflection and communication skills required for inter-professional collaboration

Detailed articulation of outcomes A to O appropriate to this level provided in Appendix 2

Curriculum Map: Bachelor of Veterinary Medicine and Surgery Year 4 (Level 6)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Clinical Veterinary Medicine and Surgery	X	X	X	X	X	X	X		X					X	X		X	X	X	X	
Business and Professional Practice	X	X	X	X	X	X	X	X	X			X	X								X
Competency Development and Attainment – Phase 4	X	X						X	X	X	X		X		X						

Key to outcomes

A	Knowledge
B	Problem Solve
C	Analysis
D	Synthesis
E	Evaluation
F	Digital Competence
G	Team Work
H	Career Develop
I	Communications
J	Practical Comp
K	Autonomy
L	Research
M	Sustain Practice
N	Global
O	Ethics
P	Satisfy the RCVS day 1 competences
Q	Apply principles of anatomy, physiology and associated animal health sciences to health and disease
R	Select, devise and evaluate preventative and treatment strategies associated with the maintenance of the health status of animals.
S	Apply veterinary epidemiology to animal and human health
T	Select and evaluate diagnostic modalities in animal disease
U	Demonstrate the reflection and communication skills required for inter-professional collaboration

Detailed articulation of outcomes A to O appropriate to this level provided in Appendix 2

Curriculum Map: Bachelor of Veterinary Medicine and Surgery Year 5 (Level 7)

Award Outcomes	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Clinical rotations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Competency Development and Attainment – Phase 5	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

Key to outcomes

A	Knowledge
B	Problem Solve
C	Analysis
D	Synthesis
E	Evaluation
F	Digital Competence
G	Team Work
H	Career Develop
I	Communications
J	Practical Comp
K	Autonomy
L	Research
M	Sustain Practice
N	Global
O	Ethics
P	Satisfy the RCVS day 1 competences
Q	Apply principles of anatomy, physiology and associated animal health sciences to health and disease
R	Select, devise and evaluate preventative and treatment strategies associated with the maintenance of the health status of animals.
S	Apply veterinary epidemiology to animal and human health
T	Select and evaluate diagnostic modalities in animal disease
U	Demonstrate the reflection and communication skills required for inter-professional collaboration

Detailed articulation of outcomes A to O appropriate to this level provided in Appendix 2

Appendix 1 RCVS Mapping

RCVS Day One Competencies:

Code	VET-10005	VET-10001	VET-10007	VET-10009	VET-20001	VET-20003	VET-20005	VET-20007	VET-30001	VET-30003	VET-30007	VET-30009	VET-30021	VET-30019	VET-30017	VET-30023	VET-30025	VET-30027	VET-40001	VET-10015	VET-20011	VET-30029	VET-30031	VET-40005
1				X				X			X	X	X	X	X				X	X	X	X	X	X
2			X	X								X	X		X				X					
3				X			X								X	X	X		X			X	X	X
4										X			X		X				X			X	X	X
5							X				X		X	X	X	X	X		X				X	X
6	X			X					X	X	X		X		X				X					X
7				X						X			X	X									X	X
8										X			X	X									X	X
9				X				X				X	X	X	X				X	X	X	X	X	X
10				X				X				X	X	X	X				X	X	X	X	X	X
11				X				X				X	X		X				X	X	X	X	X	X
12	X			X		X				X		X	X					X	X	X	X	X	X	X
13		X		X	X			X	X	X	X		X	X				X	X			X	X	X
14				X				X		X			X					X	X				X	X
15												X	X									X	X	X
16				X					X	X			X						X	X	X	X	X	X
17				X		X		X				X	X	X	X			X	X	X	X	X	X	X
18				X				X				X	X						X	X	X	X	X	X
19								X				X	X	X					X			X	X	X
20		X			X			X	X	X		X	X						X			X	X	X
21						X		X	X	X			X						X			X	X	X
22								X	X	X			X						X			X	X	X
23							X			X		X	X	X					X			X	X	X
24						X				X			X	X					X			X	X	X
25													X						X				X	X
26													X						X				X	X
27	X		X			X				X									X	X		X	X	X
28		X			X					X			X					X	X	X	X	X	X	X
29		X			X					X			X					X	X			X	X	X
30										X			X					X	X			X	X	X
31						X			X	X	X		X						X		X	X	X	X
32		X			X					X			X						X			X	X	X
33										X			X						X				X	X
34			X							X			X						X	X			X	X
35									X										X					X
36									X										X			X		X
37	X		X				X				X		X						X				X	X
38						X					X		X						X			X	X	X
39							X					X							X					X

40									X			X	X					X				X	X	
41			X			X						X						X	X				X	X
42										X								X						
43			X			X				X	X		X					X	X	X	X	X	X	X
44				X						X	X		X					X	X	X	X	X	X	X
45	X								X		X		X					X				X	X	X

The updated RCVS Day One Competency framework and detailed descriptors, as first published in 2020 can be found here: [heredvdhttps://www.rcvs.org.uk/news-and-views/publications/rcvs-day-one-competences-feb-2022/](https://www.rcvs.org.uk/news-and-views/publications/rcvs-day-one-competences-feb-2022/)

Appendix 2: Level specific articulation of broad generic programme outcomes

	Specific outcome theme		Level 4	Level 5	Level 6	Level 7
Knowledge and Understanding	<u>Knowledge (A)</u>		Identify and describe key theories, ideas and terminology associated with the discipline.	Demonstrate a detailed knowledge of key theories, ideas and terminology associated with the discipline, with some appreciation of how knowledge is developed and used in practice.	Demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, with a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.	Confidently, and with critical awareness, demonstrate a detailed and specialised knowledge of a range of theories, ideas, terminology and contexts associated with the discipline, and show a clear appreciation of the ways in which knowledge is developed and the provisional nature of knowledge.
	<u>Problem solving (B)</u>		Solve straightforward, routine or predictable problems using strategies that are specified.	Select and use strategies to solve problems that are complex or unpredictable.	Select, devise and evaluate the use of appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.	Create, use and critically evaluate appropriate strategies to solve complex, unpredictable, ambiguous and real-world problems.

	Specific outcome theme		Level 4	Level 5	Level 6	Level 7
Intellectual skills	Analysis (C)		Analyse data or ideas using specified procedures to generate usable findings.	Analyse data using recognisable principles or approaches, and draw out specific findings from this process with some awareness of the limitations of the approach.	Analyse complex data using appropriately selected techniques; draw out robust findings in this process; and, thoroughly evaluate the effectiveness of the analytical strategy.	Analyse complex data using a range of appropriately selected techniques, draw out robust findings in this process, and critically evaluate the effectiveness of the analytical.
	Synthesis (D)		Categorise information and draw on multiple sources to fulfil a specified purpose.	Compare and contrast ideas and/or data to strengthen evidence or arguments towards a specified purpose.	Select and combine ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.	Relate a range of complementary and contradictory ideas and/or data to generate meaningful and convincing composite evidence or arguments with a clear purpose.
	Evaluation (E)		Review information in a balanced manner, using specified methods to fulfil a given purpose.	Review information using selected methods to address complex issues or problems, with an awareness of some of the limitations of the source material.	Review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, with a good awareness of the limitations of both the material under review and the analytical approach.	Critically review complex and unpredictable information to address unpredictable, ambiguous or real-world problems, using appropriately selected methods and with a detailed awareness of the limitations of the source material and the analytical approach.

	Specific outcome theme		Level 4	Level 5	Level 6	Level 7
Professional attributes	<u>Digital competence (F)</u>		Use technologies to enable or enhance the performance of specific tasks and demonstrate a commitment to developing appropriate digital competencies.	Select and use appropriate technologies to enable or enhance the performance of specific tasks, and appreciate the role information and communication technologies play in the discipline or relevant professions.	Select, use and evaluate technologies to enable or enhance the performance of specific tasks, and appreciate the evolution of technology in their discipline.	Select, develop, use, and critically evaluate technologies to enable or enhance the performance of a range of tasks, and demonstrate the use of technologies at the forefront of their discipline or relevant profession.
	<u>Team work (G)</u>		Work with others to meet specified objectives and fulfil personal goals.	Work productively with others on negotiated tasks and evaluate team performance with reference to some of the internal and external factors affecting success.	Work effectively with others, with minimal or no supervision, to achieve positive outcomes; demonstrate leadership and management capabilities within a team situation; and, critically assess their personal contribution to the team.	Work effectively with others, with minimal or no supervision, and by showing leadership qualities, to achieve positive outcomes and confidently demonstrate leadership and management capabilities within a team situation and make critically assess the performance of self, others and the group.
	Career Development (H)		Recognise how learning within their programme links to future careers and identify the knowledge, skills and attributes associated with different relevant professions.	Recognise, pursue and record personal development in a way that supports the needs of relevant professional employers.	Recognise, pursue, record and reflect on personal development to pursue personal career goals and appreciate the changing nature of the workplace and the need for personal resilience and <u>lifelong learning.</u>	Recognise, pursue, record and reflect on personal development to pursue credible and well-researched personal career goals and appreciate the changing nature of the workplace and demonstrate personal resilience and a commitment to <u>lifelong learning.</u>

	Specific outcome theme		Level 4	Level 5	Level 6	Level 7
Professional attributes continued	<u>Effective communication (I)</u>		Communicate clearly to convey an understandable message in relation to specific tasks and audiences.	Communicate effectively through different media and genre, for specialist and non-specialist audiences.	Communicate effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, impact maximisation and accessibility requirements.	Communicate fluently, effectively and professionally for a range of different purposes and through different modes, with consideration of audience needs as well as other contextual factors such as commercial sensitivity, professional conventions, impact maximisation and accessibility requirements.
	<u>Practical competencies (J)</u>		Perform practical operations in predictable, routine situations that require the application of specified procedures.	Perform practical operations in more complex or unpredictable situations that require the selection and application of appropriate skills and review personal effectiveness in practical tasks.	Perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards.	Confidently perform practical operations in complex, unpredictable, real-world situations that require the selection of combined or novel practical skills and critically review personal effectiveness in practical tasks with reference to relevant professional standards and personal career aspirations.

	Specific outcome theme		Level 4	Level 5	Level 6	Level 7
	Autonomy (K)		Take responsibility for studies and self-development with guidance and support; use the resources available to help learning.	Work independently and autonomously with only some supervision in academic and practical tasks; make decisions about when support is needed.	Act independently and autonomously with minimum supervision in academic and practical tasks.	Act independently, autonomously, and with initiative, balancing curiosity, professional requirements and personal values, to undertake academic and practical tasks.
Professional attributes <i>continued</i>	Research aware (Inquisitive) (L)		Recognise that research can generate theory and ideas that are used in practice.	Use research to inform the development of knowledge and understanding, and to inform decision-making.	Select and use research to inform the development of knowledge and understanding, and to inform decision-making.	Using appropriate strategies select and use research to inform the development of knowledge and understanding, and to inform decision-making.

	Specific outcome theme		Level 4	Level 5	Level 6	Level 7
Global Citizenship	<u>Pursuing sustainable practices (M)</u>		Recognise the meaning and importance of sustainable practice, and identify some of the ways that sustainable practice manifests.	Recognise the complexity of sustainable practice, and assess the sustainability of different practices, processes and/or developments.	Evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.	Critically evaluate the sustainability of practices, processes or developments, with attention to different stakeholder perspectives, unintended consequences, economic and social dimensions, or environmental considerations.
	<u>Globally aware (N)</u>		Identify a range of international examples or case studies that are associated with the discipline.	Compare and contrast international examples or case studies that are associated with the discipline and identify global factors or trends that have an impact on specific areas of study.	Compare and contrast international examples or case studies that are associated with the discipline and work with an active awareness of global factors or trends that have an impact on specific areas of study.	Compare and contrast international examples or case studies that are associated with the discipline and appreciate the cultural contexts that give rise to differences or similarities and work with an active awareness of global factors or trends that have an impact on specific areas of study.
	<u>Ethically aware (O)</u>		Recognise some ethical challenges and appreciate the need or personal responsibility.	Recognise some ethical challenges associated with research and within professional behaviour, and appreciate the role of personal responsibility and professional codes in complex ethical dilemmas.	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.	Locate a range of ethical issues associated with their own research or professional behaviours, and demonstrate highly developed personal responsibility for ethical choices, including adherence to professional codes in complex ethical dilemmas.