

## PROGRAMME SPECIFICATION

<b>1. Applies to cohort commencing in:</b>	2022	
<b>2. Degree Granting Body</b>	University of London	
<b>3. Awarding institution</b>	The Royal Veterinary College	
<b>4. Teaching institution</b>	The Royal Veterinary College	
<b>5. Programme accredited by</b>	N/A	
<b>6. Name and title</b>	Postgraduate Certificate in Veterinary Clinical Studies (PG Cert VCS)	
<b>7. Intermediate and Subsidiary Award(s)</b>	N/A	
<b>8. Course Management Team</b>	Director of Intramural Rotations (IMR), Prof Daniel Chan	
<b>9. FHEQ Level of Final Award</b>	Level 7	
<b>10. Date of First Intake</b>	2015	
<b>11. Frequency of Intake</b>	May 2021 Intake	
<b>12. Duration and Mode(s) of Study</b>	Full-time, face to face.  At least 48 weeks with at least 22 weeks of intramural rotations (IMR)	
<b>13. Registration Period</b>	Full Time	Part Time
	Minimum    Maximum	

## 21. Relevant QAA subject benchmark

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

- Be able to cope with incomplete information and effectively use information services

<p>Work-based Assessment on Rotations</p>	<p>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</p> <ul style="list-style-type: none"> <li>• <b>Professional Activity</b></li> <li>• <b>Practical Skills</b></li> <li>• <b>Clinical Reasoning and application of Knowledge</b></li> </ul> <p>A student will obtain one of the following for the overall rotation mark based on achieving competencies</p> <ul style="list-style-type: none"> <li>• <b>Pass</b></li> <li>• <b>Fail</b></li> </ul> <p>All core and track rotations must achieve a pass to meet requirements</p> <p>The types of knowledge, skills, attitudes and behaviours that guide assessment during rotations are summarised in the table on page 9.</p> <p><b><u>Cause for Concern</u></b></p> <p>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.</p> <p><b>Direct Observation of Procedural Skills (DOPS)</b></p> <p>Students will be required to be deemed competent in a published list of Day 1 competencies by the end of rotations.</p> <p>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.</p>
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