

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

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

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

<p>Online learning:</p> <ul style="list-style-type: none"> • Recorded video presentations • Reading material • Asynchronous written peer discussion • Interactive 'real time' seminars • Small group tutorials • Online activities 	<p>Postgraduate Certificate: 600 study hours Postgraduate Diploma: 600 study hours 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"> • Focused study time, working through online course materials and engaging in required module activities • Assessment time: planning and preparing formal assignments • 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.
<p>26. Assessment methods</p>	<p>Percentage of total assessment load</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

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

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				

