PROGRAMME SPECIFICATION

1. Applies to cohort commencing in:	2024
2. Degree Granting Body	University of London
3. Awarding institution	The Royal Veterinary College
4. Teaching institution	The Royal Veterinary College
5. Programme accredited by	Royal College of Veterinary Surgeons (RCVS) - full recognition European Association of Establishments of Veterinary Education (EAEVE) – full accreditation American Veterinary Medical Association (AVMA) Australasian Veterinary Boards Council (AVBC) - full recognition South African Veterinary Council (SAVC) - full recognition
6. Name and title	Graduate Accelerated entry to Bachelor of Veterinary Medicine (GAB)
7. Intermediate and Subsidiary Award(s)	N/A
8. Course Management Team	Course Director, Year Leaders, Strand leaders – reporting to the Undergraduate Medicine Course Management Committee
9. Level of Final Award	Level 7 See Office for Students (OfS) Sector-recognised standards
10. Date of First Intake	2005/06
11. Frequency of Intake	Annually in September
12. Duration and Mode(s) of Study	Full-time, face to face complemented by some digital learning methods.
13. Registration Period *(must be in line with the General Regulations for Study and Award)*	Full Time Minimum: 48 months Maximum: 8 years provided that: There is not more than 5 years from the start of the clinical phase (Year 3) until final examination

14. Timing of Examination Board meetings	GAB year: July Third year BVetMed (second year of study): July/Aug Finals TBC
15. Date of Last Periodic Review	2024
16. Date of Next Periodic Review	2030
17. Language of study and assessment	English
18. Entry Requirements	https://www.rvc.ac.uk/study/undergraduate/bvetmed-graduate-accelerated#tab-entry-requirements
19. UCAS code	D102 (Graduate Accelerated 4 years)
20. HECoS Code	101384 / 100531 (Graduate accelerated 4 years)
21. Relevant QAA subject benchmark	n/a

22. Other External Reference Points

i. Veterinary Surgeons Act (1966).
ii. Accreditation Standards and Methodologies for each of the Professional Accrediting Bodies listed in section 5 above.
iii. RCVS Day One Competences & RCVS EMS Policy and Guidance.
iv. Office for Students (OfS) Sector-recognised standards.

23. Aims of programme

- To develop the knowledge, skills and attributes to promote and enhance animal health and welfare, and public health through scholarship, scientific and professional endeavour, and veterinary practice
- To equip students with the knowledge, skills and attributes to meet the current and future challenges of all aspects of the veterinary profession.
- To provide a learning environment that appreciates diversity, promotes excellence in learning and teaching, and embeds a desire for life-long learning.
- To satisfy the requirements of the accrediting bodies mentioned in section 5 above.

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.

At the time of graduation students should, to a standard appropriate for a new veterinary graduate, be able to:	**Strands/Modules in which each learning outcome will be developed and assessed:**
• Describe the normal structure and function of animals including principles of homeostasis and explain the aetiology, pathophysiology and pathogenesis of common diseases that affect them.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
• 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.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
• 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.	VPH, Clinical rotations.
• 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.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
• Develop sound clinical reasoning skills including a logical problem solving approach in order to effectively solve clinical problems and make decisions.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis. Specifically taught in Principles of Science and Clinical rotations.
• Demonstrate technical and procedural competence	Clinical Skills Centre (Principles of Science practicals), VPH practicals, Animal Husbandry practicals, Clinical rotations, DOPS, OSCEs, eDOPS.

• 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.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis. Research Project (BVM4/5)
• Explain how knowledge of the veterinary business environment influences the practice, its team, its clients, marketing and financial management	Principles of Veterinary Practice Strand, some clinical rotations
• 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.	Principles of Veterinary Practice strand, clinical rotations
• Explain the principles and behaviours that underpin professionalism, teamwork and ethical decision-making (judgement) and apply these in a veterinary setting.	Principles of Veterinary Practice strand, clinical rotations
• Engage in life-long learning and self-reflection to improve overall competence. Recognise professional limits and seek support when needed.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
• Be able to cope with incomplete information and effectively use information services and information technology.	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
• Explain fundamental scientific, pharmacological and medical principles that underpin veterinary medicine	Integrated course so developed and assessed in all strands. Integrated assessment is on a yearly basis, not strand basis.
• Use the principles of anaesthesia to suggest and safely perform an anaesthetic plan, from carrying out an anaesthetic risk assessment through to patient recovery.	Principles of Science Strand, Clinical rotations
• Understand the relationship between productivity, production systems and economics	VPH strand, Clinical rotations
25. Teaching/learning methods	**Approximate total number of hours (Graduate Accelerated BVetMed)**
Lecture	GAB Year 159:15 BVetMed Year 3 254:15 BVetMed Year 4 PMVPH = 30hrs & PVP1hr BVetMed Year 5 PMVPH = 10hrs
Practical	GAB Year 19:00 BVetMed Year 3 42:10 BVetMed Year 4 00:40 BVetMed Year 5 PMVPH =12hrs

Clinical Rotation	Years 4 & 5 26 weeks (core and track) approx. 40hrs per week
Tutorial	GAB Year 05:00 BVetMed Year 3 06:00 BVetMed Year 4 02:00 BVetMed Year 5 customised to individual student
Seminar	GAB Year 14:30 BVetMed Year 3 26:15 BVetMed Year 4 00:00 BVetMed Year 5 – PMVPH = 14hrs
Directed Learning	GAB Year 50:45 BVetMed Year 3 64:00 BVetMed Year 4 – PMVPH = 7hrs & PVP 16.5hrs BVetMed Year 5 – PMVPH = 20hrs
Directed Learning Interaction - formerly Computer Aided Learning (CAL)	GAB Year 54:00 BVetMed Year 3 130:30 BVetMed Year 4 PMVPH = 4hrs BVetMed Year 5 PMVPH = 8hrs
26. Assessment methods	**Percentage of total assessment load**
Coursework	Graduate Accelerated BVetMed year 10% and in-course formative reflective assets. Year 3 – 20% for Principles of Veterinary Practice (PVP) & Student Record of Achievement (SRA) standalone assessment. Year 4/5 – Student Record of Achievement (SRA) and Case Histories, Research Project is a standalone piece of course work (Finals Part III) but is not a defined percentage of Finals assessment.
Written and oral Exams	Graduate year – 90% including satisfactory performance in DOPs standalone assessment and Integrated Structure and Function (ISF) Orals. Year 3 – 80% Year 4/5 – Assessment will involve PMVPH exam, rotations including DOPs, OSCEs, written finals exam, Research Project.

Work-Based Assessment on Rotations	• Continuous assessment in the clinical environment in the areas of professional activity, practical skills and clinical reasoning and application of knowledge. • Competencies are assessed in each rotation and students must achieve competence by the end of rotations • Practical skills are also assessed by Direct Observations of Practical Skills assessment (eDOPS) Assessment of Learning Objectives will take place during rotations as is done on Intramural Rotation of BVetMed. Students will be assessed in the following categories • **Professional Activity** • **Practical Skills** • **Clinical Reasoning and application of Knowledge** Students will also be formally assessed in 14 competencies during each rotation and must achieve competence by completion of rotations.

27. Feedback

Describe how and when students will receive feedback, individually or collectively, on their progress in the course overall.

In each strand in each year, various formative feedback opportunities are available throughout – these are detailed in strand outlines. They include formative online questions and answers, group sessions with questions and answers, feedback to the year group about exam performance, feedback to individual students about exam performance (at the student's request). Students are encouraged to seek feedback from lecturers and tutors as needed during all small group learning classes. At the end of each rotation block, students will receive feedback on their performance throughout the rotations.

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

Year	Module Strand Title	Level	Credits	Compulsory or optional

The BVetMed is not modular. Please visit the Study pages of the RVC website for further details: https://www.rvc.ac.uk/study/undergraduate/bvetmed-graduate-accelerated#tab-study

29. Work Placement Requirements or Opportunities	Prior to commencing any Animal Husbandry Extra Mural Studies

	placements, students must satisfactorily complete a Direct Observation of Procedural Skills (DOPS) assessment of their animal handling skills in the GAB Year. **Please note the AHEMS & EMS requirements may be subject to change by the RCVS.** **Animal Husbandry ExtraMural Studies (AHEMS)** Students must complete 12 weeks of Animal Husbandry ExtraMural Studies before entry to Year 3 of the course. **Clinical ExtraMural Studies (EMS)** Normally students must complete 26 weeks of Clinical ExtraMural Studies (EMS) during Years 3 to 5. Detailed regulations governing Clinical EMS are contained in the ClinEMS Student Guidelines.
30. Student Support	http://www.rvc.ac.uk/study/support-for-students
31. Assessment Assessment & Award Regulations https://www.rvc.ac.uk/about/the-rvc/academic-quality-regulations-procedures	

Version Number	Amended by	Date
1.0	Academic Quality Manager	10.08.2020
1.1	Vice Principal Learning, Teaching and Assessment	01.06.2021
1.2	Vice Principal Learning, Teaching and Assessment	08.08.2022
1.3	Academic Quality Manager	20.12.2022
1.4	BVetMed Programme Course Director	22.09.2023
1.5	BVetMed Programme Course Director	10.10.2024