

PROGRAMME SPECIFICATION

1. Applies to cohort commencing in:	2022	
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	N/A	
6. Name and title	Postgraduate Certificate in Veterinary Clinical Studies (PG Cert VCS)	
7. Intermediate and Subsidiary Award(s)	N/A	
8. Course Management Team	Director of Intramural Rotations (IMR), Prof Daniel Chan	
9. FHEQ Level of Final Award	Level 7	
10. Date of First Intake	2015	
11. Frequency of Intake	May 2021 Intake	
12. Duration and Mode(s) of Study	Full-time, face to face. At least 48 weeks with at least 22 weeks of intramural rotations (IMR)	
13. Registration Period	Full Time	Part Time
	Minimum Maximum	

21. Relevant QAA subject benchmark

<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>

- 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"> • Professional Activity • Practical Skills • Clinical Reasoning and application of Knowledge <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"> • Pass • Fail <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><u>Cause for Concern</u></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>Direct Observation of Procedural Skills (DOPS)</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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