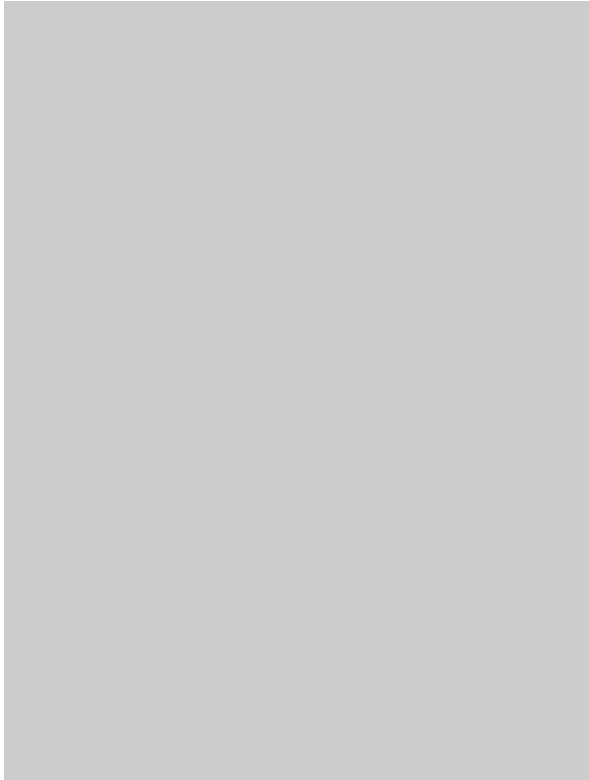


Certificate in Work-based Learning and Research Programme Specification

Applies to cohort commencing 2014

1. Awarding institution	The Royal Veterinary College
2. Teaching institution	The Royal Veterinary College (University of London)
3. Programme accredited by	N/A
4. Final award	Level 4 Certificate in Work-based Learning and Research
5. Programme Title	BSc Biological/Bioveterinary Sciences and Bachelor of Veterinary Medicine Placement Year Scheme
6. Date of First Intake	2010/2011 for BSc Biovet Sci, 2011/2012 for BVetMed and Graduate Accelerated BVetMed, 2014 for BSc/MSci Biological/Bioveterinary Sciences and MSci Applied Biological/Bioveterinary Research (including transfers from BSc)
7. Frequency of Intake	Yearly
8. Duration and Mode(s) of Study	Minimum 30 weeks full-time work-based learning
9. Timing of Examination Board meetings	Yearly (June)
10. Date of Last Periodic Review	N/A
11. Date of Next Periodic Review	BScBiovetSci 2019/2020
12. Entry Requirements	<p>Registered student on the BSc/MSci Biological/Bioveterinary Sciences, MSci Applied Biological/Bioveterinary Research or Bachelor of Veterinary Medicine or Graduate Accelerated Veterinary Medicine course.</p> <p>BSc/BVetMed/MSci students who have completed Year 1 with a pass mark of 60% may progress onto the Placement Year</p> <p>BSc/BVetMed/MSci students who have completed Year 1 with a pass mark of 55% must demonstrate motivation and aptitude to progress onto the Placement Year</p> <p>BSc/BVetMed/MSci students must complete and pass Year 2</p> <p>Graduate Accelerated BVetMed students must</p>



pass Preclinical Year 1

Written offer of a Placement from a placement provider.

The proposed placement project must address the Learning Outcomes.

18. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.

After the Placement Year, the student should be able to:

1. Demonstrate an understanding of professional conduct within the workplace
2. Discuss the placement provider's strategic aims, finances and profitable activities
3. Understand the importance of intellectual property and confidentiality in business and research
4. An appreciation of the

Specific Teaching and Learning Activities

During BSc/BVetMed/MSci Year 1:

- 1) A lecture and social event, to introduce the benefits of the placement year scheme, and what the scheme involves, to first year students. Oral testimonials from previous placement students will be presented and there will be an opportunity for prospective placement students to talk to previous placement students.
- 2) A discussion to answer any queries interested students have about the placement year scheme. Advice will be given on how to prepare for making applications, such as identifying their own strengths and how they can be demonstrated and gathering contacts that may be useful for applications.
- 3)

During BSc/BVetMed/MSci Year 2:

Year 2 starts one week earlier for:

- 1) Overview session of how to apply for placements and the criteria that the students and placements must satisfy
- 2) CV/Application workshop (delivered by Specialist Institutions' Careers Service)
- 3) Interview workshop (delivered by Specialist Institutions' Careers Service)
- 4) Up-to-date list of available placements
- 5) Full access to the Placement Coordinator for advice on applications
- 6) Advice from previous placement students (when available)

During Graduate Accelerated BVetMed Year 1:

- 1) Overview session of how to apply for placements and the criteria that the students and placements must satisfy
- 2) CV/Application workshop (delivered by Specialist Institutions' Careers Service)
- 3) Interview practice available from SICS by appointment
- 4) Up-to-date list of available placements
- 5) Full access to the Placement Coordinator for advice on applications
- 6) Advice from previous placement students (when available)

For the rest of BSc/BVetMed/MSci Year 2 and Graduate Accelerated BVetMed Year 1:

- 1) Office hours twice a month will provide access to the Placement Coordinator for advice on securing a placement
- 2) Access to the Specialist Institutions' Careers Service
- 3) Advice via email from Placement Coordinator
- 4) Workplace challenges workshop (delivered by the Placement Co-ordinator)
- 5) Placement Health and Safety Induction (delivered by Placement Co-ordinator)

During Year P, the placement year: Work-based learning:

- 1) Teaching and learning activities specific to the job being performed, as chosen and supervised by the on-site Placement Supervisor, followed by practical implementation of this learning.
- 2) Self-directed learning relevant to understanding the placement provider's strategic aims, finances, profitable activities, and culture, and the student's role within that organisation.
- 3) A project (relevant to the degree) is carried out under the supervision of an on-site Placement Supervisor. Training will be given to the student as appropriate by the supervisor, other work colleagues and academic tutor, with regular meetings with the supervisor (frequency agreed between the supervisor and student).
- 4) Academic tutor meets student before the placement starts, telephones at 1 week, and visits at 8 weeks and half way through to discuss the placement and job, progress of the project and whether the Learning Outcomes are being achieved. Academic tutor is available for additional discussions.
- 5) A Learning Journal is used to record all training, seminars and other learning activities. The Learning Journal will also contain a self-assessment questionnaire about skills developed or acquired, to be completed at the start and end of the placement (attached)
- 6) Bi-monthly internet/telephone meetings with other placement students and the Lecturer in Business and Enterprise, discussing identified workplace challenges
- 7) A one-day workshop to aid self-reflection, documentation of acquired skills and re-integration into the third year (delivered by Specialist Institutions' Careers Service)
- 8) A Placement Supervisor Assessment will form the basis of the student's self-reflection in the

Assessment

The range of assessment strategies deployed on this course have been selected and managed to promote deep and effective learning, leading directly to an improved understanding and application of learning. All assessment tasks are aligned to the learning outcomes and will monitor integrative and extended understanding of the subjects. Assessment is in line with current RVC Assessment and Award Regulations.

Formative assessment activities are designed to enable students to assess their progress and help them identify and plan the continuation of their project and further learning activities. Dialogue between the student and their supervisor, academic tutor and peers via formative assessment and discussion, provides individualised feedback, to help reinforce good practice and importantly, help show where and how improvements can be made.

Summative assessments are used at the end of placement year to ensure that students have