**PROGRAMME SPECIFICATION**

**TAUGHT POSTGRADUATE**

Applicable to all taught postgraduate programmes

Guidance notes on completing this form are available from the following link: [http://www.liv.ac.uk/tqsd/qualityframework/programme_specification_template_guidelines.pdf](http://www.liv.ac.uk/tqsd/qualityframework/programme_specification_template_guidelines.pdf)

### PART A: PROGRAMME SUMMARY INFORMATION

<table>
<thead>
<tr>
<th>1. Title of programme:</th>
<th>PG Cert/PG Diploma/MSc Veterinary Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Programme Code:</td>
<td>MSC/VPS VPSM  DIP/VPS VPSD  CERT/VPS VPSC</td>
</tr>
<tr>
<td>3. Entry Award(s):</td>
<td>Credit: Level:</td>
</tr>
<tr>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>MSc</td>
<td>180 120 M level CR and 60 CR research project (usually completed in 4 years, maximum 6 years)</td>
</tr>
<tr>
<td>PGDip</td>
<td>120 120 credits at M level (usually completed in 3 years, maximum 5 years)</td>
</tr>
<tr>
<td>PGCert</td>
<td>60 60 credits at M level (usually completed in 2 years, maximum 3 years)</td>
</tr>
<tr>
<td>DPS</td>
<td></td>
</tr>
<tr>
<td>CPS</td>
<td></td>
</tr>
<tr>
<td>Other (please specify below):</td>
<td></td>
</tr>
<tr>
<td>4. Exit Awards:</td>
<td>Credit: Level:</td>
</tr>
<tr>
<td>PGDip</td>
<td>120 M level</td>
</tr>
</tbody>
</table>

---

TQSD/2012-13
2016-17 v.1
1 of 18
Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

*Note The credit levels shown here and elsewhere in this programme specification will either be the University of Liverpool credit levels or those from the QAA Framework for Higher Education Qualifications; these relate to each other as follows:

<table>
<thead>
<tr>
<th>UoL Credit level</th>
<th>QAA FHEQ Credit level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>M</td>
<td>7</td>
</tr>
</tbody>
</table>

5. Date of first intake: January 2013

6. Frequency of intake: Three times yearly in August, January and May

7. Duration and mode of study:
   A 2-4 year part-time (maximum 6 years) professional programme, involving online distance learning and drawing on clinical practice-based experience to maximise relevance and applicability to the workplace.
   (a) MSc – students shall have a maximum of 6 years to successfully complete sufficient credit to be awarded a Master's degree.
   (b) Postgraduate Diploma – students shall have a maximum of 5 years to successfully complete sufficient credit to be awarded a Postgraduate Diploma.
   (c) Postgraduate Certificate – students shall have a maximum of 3 years to successfully complete sufficient credit to be awarded a Postgraduate Certificate.

8. Applicable framework:

8a. Framework exemption required:
   No (please go to section 9)
   Yes (please provide a brief summary below)

The ASC Committee also agreed that programme be exempt from the requirement set out in paragraph 3.19 of Appendix C(I) of the Code of Practice on Assessment that allows a mark of 40-49% to be compensatable up to a maximum of 20 credits. The Committee approved that in this programme there will be no such compensation and all modules will be mandatory (6th June...
Date exemption approved by AQSC:

9. Applicable Ordinance:
   - Ordinance 40

9a. New/revised Ordinance required:
   - Yes (please provide a brief summary below)
   - No (please go to section 10)

   Please indicate the applicable boxes:

Date new/revised Ordinance approved by Senate:

10. Applicable Regulations:
    - Ordinance 40

10a. New/revised Regulations required:
     - Yes (please provide a brief summary below)
     - No (please go to section 11)

     Please indicate the applicable boxes:

Date new/revised Regulations approved by Senate:

11. Level 2
    School/Institute:
    - Institute of Learning and Teaching, School of Veterinary Science

12. Faculty:
    - Health and Life Sciences

13. Other contributors from UoL:
    - N/A

14. Teaching other than at UoL:
    - N/A

15. Director of Studies:
    - Prof Catherine McGowan BVSc MACVSc DEIM DECEIM PhD FHEA MRCVS

16. Board of Studies:
    - School of Veterinary Science PGT Programme Board and Board of Studies

17. Board of Examiners:
    - School of Veterinary Science Veterinary CPD module review board and examination boards.

18. External Examiner(s):
    - Equine: Tim Brazil, Henry Tremaine
    - Small Animal: Ellie Mardell, Francois Saulnier

19. Professional, Statutory or Regulatory body:
    - The assessment for each module has been approved by the Royal College of Veterinary Surgeons (RCVS), but not the actual learning and teaching, module or programme.
20: QAA Subject benchmark Statements(s): "Not applicable"

21. Other reference points:
Rules for the administration of the modular Certificate in Advanced Veterinary Practice, supplementing the bye-laws agreed by RCVS Council.

22. Fees:
£65 per credit bearing unit for clinical and £55 per credit bearing unit for non clinical (Veterinary Business Management modules) within the PG Cert and Diploma. Additional £1500 for the research project (60 CR).

23. Additional costs to the student: "Not applicable"

24: AQSC approval:

PART B: PROGRAMME AIMS & OBJECTIVES

25. AIMS OF THE PROGRAMME

No. Aim:

1. This programme aims to develop the professional skills and knowledge of veterinary surgeons with emphasis on clinical reasoning and evidence based clinical practice, enabling them to be competent independent practitioners, delivering a consistently high standard of practice to their clients.

2. To produce high calibre graduates equipped with the necessary skills and knowledge to play leading roles in the veterinary profession and to be active participants in lifelong learning.

26. SUBJECT-BASED LEARNING OUTCOMES

No. Subject-based learning outcomes:

1. An in-depth knowledge of the diagnosis and management of animal diseases and disorders and a critical awareness of developments at the forefront of their area of professional practice;

2. An in-depth understanding of the processes of clinical reasoning and evidence based medicine and the ability to incorporate these into veterinary practice;

3. Critical evaluation the efficacy and efficiency of their practice and, where appropriate, to propose new approaches to professional practice;

4. A critical awareness of professional, ethical and legal issues that frame veterinary practice;

5. A comprehensive understanding of effective communication at different levels including clients and professional colleagues;

6. A systematic understanding of how established techniques of research and clinical enquiry are used to create and interpret knowledge in their professional area;

7. A comprehensive understanding of the core areas of veterinary business management; finance and accounting, human resources, marketing and
8. Undertake independent research, critically evaluate research methodologies and develop critiques of them, and propose new hypotheses for the implementation of research results into practice. (Masters candidates only).

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/S subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Core A module, Compulsory “B” Modules, equine, small animal and production animal “C” modules and optional clinical placement module.</td>
<td>Reflective case reports, short answer questions and/or MCQs and journal critiques.</td>
<td>N/A</td>
</tr>
<tr>
<td>2.</td>
<td>Initially in A-FAVP.1, but re-emphasised in Compulsory “B” Modules, equine, small animal and production animal “C” modules and optional clinical placement module.</td>
<td>Reflective case reports, short answer questions and/or MCQs and journal critiques.</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>Initially in A-FAVP.1, but re-emphasised in Compulsory “B” Modules, equine, small animal and production animal “C” modules and optional clinical placement module. All veterinary business management modules.</td>
<td>Predominantly in the reflective case reports and essays. Discussions for VBM modules.</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>Initially in A-FAVP.1, but re-emphasised in Compulsory “B” Modules, equine, small animal and production animal “C” modules. All veterinary business management modules.</td>
<td>Reflective case reports, short answer questions and/or MCQs and discussions.</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Initially in A-FAVP.1, but re-emphasised in Compulsory “B” Modules, equine, small animal and production animal “C” modules. All veterinary business management modules.</td>
<td>Predominantly in the reflective case reports, journal critiques and essays. Discussions for VBM modules.</td>
<td>N/A</td>
</tr>
<tr>
<td>6.</td>
<td>Initially in A-FAVP.1, but re-emphasised in Compulsory “B” Modules, equine, small animal and production animal “C” modules. All veterinary business management modules.</td>
<td>Predominantly in the journal critiques, but also in the evidence required for reflective case reports, essays, short answer questions and discussions.</td>
<td>N/A</td>
</tr>
<tr>
<td>7.</td>
<td>All veterinary business management modules.</td>
<td>Essays, short answer questions and discussions, project and placement reports.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
8. VETS777 All assessment items for this module. N/A

27. SKILLS AND OTHER ATTRIBUTES

No. Skills and attributes:

1. Critical Judgement:
   - Deal with complex issues in an organised and creative manner, make sound judgements in the absence of complete data, and communicate their conclusions clearly to veterinary colleagues and to non-veterinary audiences, including clients;
   - The ability to define and critically analyse problems;
   - The ability to apply critical reasoning to issues through independent thought and informed judgement;
   - The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions.

2. Independence and creativity:
   - Demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks in their professional area of work;
   - Demonstrate initiative and personal responsibility;
   - Demonstrate decision-making in complex and unpredictable situations; and
   - Continue to advance their knowledge and understanding, and to develop new skills to a high level;

3. Ethical and social understanding
   - An understanding of professional responsibility to the client, animal, veterinarian and other professionals involved in the care of a patient.
   - Knowledge and respect of ethics and ethical standards in relation to veterinary practice, particularly with respect to animal welfare.

4. Effective communication
   - The ability to collect, analyse, and organise information and ideas, and to convey those ideas clearly and fluently, in both written and spoken forms.
   - The ability to interact effectively with others in order to work towards a common outcome.
   - The ability to select and use the appropriate level (specialist and non-specialist), style and means of communication.
   - The ability to engage effectively and appropriately with information and communication technologies.

27a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Judgement</td>
<td>All</td>
<td>Equally important across learning skills, research skills and employability skills</td>
<td>All</td>
</tr>
<tr>
<td>2. Independence and creativity</td>
<td>All</td>
<td>Learning skills</td>
<td>All</td>
</tr>
<tr>
<td>3. Ethical and social understanding</td>
<td>All</td>
<td>A key employability skill</td>
<td>All</td>
</tr>
<tr>
<td>4. Effective communication</td>
<td>All</td>
<td>A key employability skill, but also important in research and learning indirectly</td>
<td>All</td>
</tr>
</tbody>
</table>

28. **Career opportunities:**

The programme targets veterinary surgeons currently employed and actively working in practice. It is designed to develop employment-related skills for qualified professional veterinary surgeons in a chosen species and subject area of their profession. As such, it is designed to enhance current practice within existing employment, or provide opportunities for practitioners to practice in more advanced or species/subject specific practices.

### PART C: ENTRANCE REQUIREMENTS

29. **Academic Requirements:**

Candidates must either be MRCVS, or alternatively must hold a registerable qualification. This will be determined by checking the RCVS register for UK veterinary qualifications. Potential international candidates may be eligible, in which case a certified copy of their degree will be checked against published Veterinary degree providers (available from the RCVS).

If the applicant is from a country where English is not the first Language they will be required to show evidence of attainment of English at a minimum IELTS score of 7 or equivalent.

Standard APL/APEL arrangements as per the ordinance will be applicable, as long as the prior learning represents equivalent modules and learning outcomes.

30. **Work experience:**

At least 1 year’s practice experience. Selection will be based on a reference or other evidence (e.g. Professional Development Phase documentation) confirming practice experience of 1 year.

31. **Other requirements:**

None

### PART D: PROGRAMME STRUCTURE

32. **Programme Structure:**

**Modules available (All credit bearing at Level 7 or M Level):**

- **CORE “A” module 10 CR**
  - VETS7001 A-FAVP.1 Foundations in Advanced Veterinary Practice

- **COMPULSORY “B” Modules (all 10 CR)**
Either:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETS7003</td>
<td>B-EP.3 Equine Practice “B” module or;</td>
</tr>
<tr>
<td>VETS7002</td>
<td>B-SAP.1 Small Animal Practice “B” module or;</td>
</tr>
<tr>
<td>VETS7030</td>
<td>B-PAP.2 Production Animal Practice “B” module</td>
</tr>
</tbody>
</table>

Equine “C” modules (all 10 CR)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETS701</td>
<td>C-E.1 Equine Gastrointestinal Disease &amp; Intensive Care</td>
</tr>
<tr>
<td>VETS702</td>
<td>C-E.2 Equine Cardiovascular &amp; Respiratory Diseases</td>
</tr>
<tr>
<td>VETS703</td>
<td>C-E.3 Equine General Medicine</td>
</tr>
<tr>
<td>VETS704</td>
<td>C-E.4 Neuromuscular, Behaviour and Special Senses</td>
</tr>
<tr>
<td>VETS705</td>
<td>C-E.5 Basic Equine Surgery</td>
</tr>
<tr>
<td>VETS706</td>
<td>C-E.6 Equine Lameness A</td>
</tr>
<tr>
<td>VETS707</td>
<td>C-E.7 Equine Lameness B</td>
</tr>
<tr>
<td>VETS709</td>
<td>C-E.9 Mare Reproduction and Breeding Management</td>
</tr>
<tr>
<td>VETS710</td>
<td>C-E.10 Stallion Reproduction and Breeding Management</td>
</tr>
<tr>
<td>VETS711</td>
<td>C-E.11 Care &amp; Management of the Foal &amp; Yearling</td>
</tr>
<tr>
<td>VETS712</td>
<td>C-E.12 Equine Dental Anatomy and Physiology</td>
</tr>
<tr>
<td>VETS713</td>
<td>C-E.13 Equine Dental Care, Diagnosis and Treatment</td>
</tr>
<tr>
<td>VETS714</td>
<td>C-E.14 Equine Dental Surgery</td>
</tr>
<tr>
<td>VETS715</td>
<td>C-E.15 Equine Part 1 - Basic Equine Practice</td>
</tr>
<tr>
<td>VETS716</td>
<td>C-E.16 Equine Part 2 - Basic Equine Practice</td>
</tr>
<tr>
<td>VETS717</td>
<td>C-E.17 Equine Part 3 - Basic Equine Practice</td>
</tr>
<tr>
<td>VETS718</td>
<td>C-VD.4 Equine Dermatology</td>
</tr>
<tr>
<td>VETS719</td>
<td>C-VA.2 Equine Anaesthesia &amp; Analgesia</td>
</tr>
</tbody>
</table>

Small Animal “C” modules (all 10 CR)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETS721</td>
<td>C-SAS.1 Small Animal Surgery Core</td>
</tr>
<tr>
<td>VETS722</td>
<td>C-SAS.2 Small Animal Soft Tissue Surgery A</td>
</tr>
<tr>
<td>VETS723</td>
<td>C-SAS.3 Small Animal Soft Tissue Surgery B</td>
</tr>
<tr>
<td>VETS726</td>
<td>C-SAS.6 Small Animal Orthopaedic Surgery A</td>
</tr>
<tr>
<td>VETS727</td>
<td>C-SAS.7 Small Animal Orthopaedic Surgery B</td>
</tr>
<tr>
<td>VETS728</td>
<td>C-SAM.8 Small Animal Medicine A</td>
</tr>
<tr>
<td>VETS729</td>
<td>C-SAM.9 Small Animal Medicine B</td>
</tr>
<tr>
<td>VETS7210</td>
<td>C-SAM.10 Small Animal Medicine C</td>
</tr>
<tr>
<td>VETS7211</td>
<td>C-VD.1 Small Animal Dermatology Core</td>
</tr>
<tr>
<td>VETS7212</td>
<td>C-VD.2 Small Animal Dermatology A</td>
</tr>
<tr>
<td>VETS7213</td>
<td>C-VD.3 Small Animal Dermatology B</td>
</tr>
<tr>
<td>VETS7215</td>
<td>C-VA.3 Critical Care &amp; Analgesia</td>
</tr>
<tr>
<td>VETS7216</td>
<td>C-VA.1 Small Animal Anaesthesia &amp; Analgesia</td>
</tr>
<tr>
<td>VETS7223</td>
<td>C-ECC.3 Emergency Care B</td>
</tr>
</tbody>
</table>

In addition, 2009-10, 2010-11 or 2011-12 RCVS001 (15CR), VETS730 (10CR) and VETS700 (5CR) can be retrospectively included in an award.

Production Animal “C” modules (all 10 CR)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETS7032</td>
<td>C-C.2 Dairy Nutrition and Production</td>
</tr>
<tr>
<td>VETS7033</td>
<td>C-C.3 Dairy Health &amp; Fertility</td>
</tr>
<tr>
<td>VETS7031</td>
<td>C-C.1 Management and Diseases of Beef Cattle</td>
</tr>
<tr>
<td>VETS7031</td>
<td>C-C.4 Bovine Nutrition, Husbandry and Lactogenesis</td>
</tr>
<tr>
<td>VETS7032</td>
<td>C-C.5 Cattle – Bovine Reproduction</td>
</tr>
<tr>
<td>VETS7033</td>
<td>C-C.6 Cattle – Bovine Mastitis and Lameness</td>
</tr>
<tr>
<td>VETS7034</td>
<td>C-C.7 Cattle – Youngstock Rearing and Infectious Diseases</td>
</tr>
</tbody>
</table>
Clinical Placement Module
VETS672 Clinical placement 20 Credits

Veterinary Business Management
VETS731 Finance, Accounting and Resource Management 10 CR
VETS732 Human Resources 10 CR
VETS733 Marketing 10 CR
VETS734 Business Strategy and Entrepreneurship 10 CR
VETS735 Introduction to Veterinary Business Studies 5 CR
VETS736 Work Based Learning 15 CR

Msc Programme
VETS777 Research Project 60 CR

Pre-requisite research modules are not specifically required
Research methodology is taught within this module (see module specifications)

Structure for Study

PGCert VPS: this is a 6 module programme, each module being 10 credits, consisting of:
1. A core module VETS7001 Foundations in Advanced Veterinary Practice (A-FAVP.1);
2. A compulsory “B” module relevant to the species of interest and
3. Four optional “C” or Veterinary Business Management (VETS731-736) modules.

The core modules are required to be taken prior to the “C” modules and are available in each of the 3 CPD semester periods to ensure candidates can start at any time.

Typically modules are taken sequentially one per CPD semester over 2 years, however 2 or more modules may be taken concurrently for candidates who are working less than full time.

PGDip VPS: For award of the PGDip candidates must have completed the first 60 credits as above, plus an additional 60 credits of their choice.

These can be any of the “B” or “C” modules that has not previously been completed, any of the Veterinary Business Management modules (VETS731-736) or for those candidates with an interest in research, modules within the existing VSMS programme e.g. Research and Generic Skills in Veterinary Science (20 Credits) VETS650 and Introductory Epidemiology (20 credits) VETS652 will be available as online modules in the future and will be also linked to this programme.

Typically modules are taken sequentially one per CPD semester over 2 years, however 2 or more modules may be taken concurrently for candidates who are working less than full time.

MSc VPS: For progression to MSc, candidates must have completed at least 80
credits including the core and compulsory parts of the PGCert VPS.

The research module can be either VETS777 or VETS609 Research Project (60 Credits).

This module is a yearlong module and can be commenced in any CPD semester.

**Timetable**

Each module is offered once per year except the core A-FAVP.1, the B modules, VETS735 Introduction to Veterinary Business Studies and VETS736 Work Based Learning which are offered three times per year in each CPD semester. These are:

Semester 1: End of August till December  
Semester 2: January - April  
Semester 3: May – August

This allows entry at any point and complete flexibility for study as the “C” and veterinary business management modules can be taken in any order.

**Example Timetable:**

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Module Title</th>
<th>CPD “Semester”</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundations in Advanced Veterinary Practice (A-FAVP.1)</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Equine Practice (B-EP.3)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Equine Gastrointestinal Disease &amp; Intensive Care (C-E.1)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Equine Cardiovascular &amp; Respiratory Diseases (C-E.2)</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Equine General Medicine (C-E.3)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Neuromuscular, Behaviour and Special Senses (C-E.4)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Veterinary Business Studies (VETS735)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Finance, Accounting and Resource Management (VETS731)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Human Resources (VETS732)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Marketing (VETS733)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Business Strategy and Entrepreneurship (VETS734)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Work Based Learning (VETS736)</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>VETS 777 RESEARCH PROJECT</td>
<td>1-3</td>
<td>60</td>
</tr>
</tbody>
</table>

33. **Industrial placement/work placement/year abroad:**

Not applicable

34. **Liaison between the Level 2 Schools/Institutes involved:**

Not applicable
35. **Learning, Teaching and Assessment Strategies:**

The T&L strategy is to provide distance education in an online forum to encourage communication and interaction between professional peers as well as the teaching staff while maintaining flexibility to be available to practising professionals on a part time basis. Underlying the strategy is an emphasis on development of clinical reasoning and evidence based practice, with essential elements of critical evaluation of the literature and development of in depth understanding of the professional, ethical and legal issues that frame practice. This strategy works well for part time clinical professionals who work clinically in between study as it allows incorporation of reflection upon everyday clinical work into the actual programme of study in the form of clinical discussions, relevant literature critiques and interactive case based assessments.

35a **Learning, Teaching and Assessment methods:**

**Learning and Teaching**

The materials which would otherwise be provided in lecture format may be delivered as webinars or narrated video presentations. Readings and easy access to the library are provided. Facilitated directed learning is encouraged in the form of researching responses to queries posted on discussion boards and the integrated assessment items. Synchronous face to face teaching is achieved via the use of the university of Liverpool webinar software “communicator” and journal critiques are presented live with tutor and other student involvement in the discussion. Each module will be presented online using blended delivery of static materials (lectures and readings) and synchronous and asynchronous online interactive learning with practical classes to support key learning outcomes and skills development.

**Assessment**

*All assessment for the PGCert VPS is externally approved by the Royal College of Veterinary Surgeons.*

The assessment is fully integrated into the module and part of the assessment is also interactive, where candidates are assessed on their contribution to discussion forums or a discussion forum will form the basis of a submitted assessment item. Each module in the PG Cert and Diploma in Veterinary Professional Studies contains similar assessment items all of which contribute to the overall strategy.

**A. Core A module**

- 2 reflective case reports (1500 words), 1 short reflective report (500 words)
- 1 Journal critique
- 5 assessed discussion board contributions (equivalent to 5 short answer questions)

**B. Compulsory “B” Modules**

- Journal critique as a pass/fail assessment and;
- 4 reflective case reports (1500 words)

**C. Equine, small animal and production animal “C” modules**
1. Reflective case reports:
Designed to promote reflection, synthesis of new ideas, solving of complex issues and in depth research and understanding of a topic. Will always involve referencing the literature and evidencing answers from the medical, veterinary or basic science literature. Case based essays will be submitted using the wiki tool and will be visible to and able to be discussed by members of the group which is designed to promote interaction and the ability of the candidates to learn from the varied experience of others.

1. Short answer questions and/or multiple choice questions
These occur only in the equine, small animal and production animal “C” modules Designed to promote revision and attain the required breadth of knowledge. MCQs are always timed and tests are 1 hour in duration. Short answer questions are untimed due to the requirement for research, problem solving and synthesis of new ideas, but are set to be the equivalent of a 1 hour test if timed. Word counts range from just a few words to up to 300 or 400 words and may require incorporation of evidence from the literature (one or 2 references).

2. Journal Club/Journal Critique
Journal clubs are used in all modules to develop skills in critical reading and analysis of original research papers. It is essential that students are capable of critically reading and interpreting literature in their field of study, as well as the basic science research. The journal club is hosted by a staff member online synchronously using the adobe communicator and students present orally in front of their webcam and microphone to the group. The tutor and the students then hold a discussion. Each student will present once per module. These are assessed based on the submitted critique as well as the presentation and discussion.

D. Veterinary Business management modules:

1. Short answer questions
Designed to promote revision and attain the required breadth of knowledge. These range from just a few words to up to 250 words and may require incorporation of evidence from the literature (one or 2 references).

2. Essay
The essays are up to 2000 words in length and intend to focus on the topic specifically covered within the study unit. Designed to promote reflection, synthesis of new ideas, solving of complex issues and in depth research and understanding of a topic. Will always involve referencing the literature and evidencing answers from the literature.

3. Workplace/ Placement Report
Workplace based report will be shorter than essays, usually 1000-1500 words. The purpose of each report is to integrate that module’s contents into a singular coherent report targeted for the senior managers of their business. It is a review of current practices and future recommendations based on the key topics covered throughout the module and the student’s own experiential learning.

4. Project Report
This longer report of up to 7500 words will be submitted in draft form for feedback and then finalised and submitted in its final form. The purpose of this project report is to consolidate the knowledge and skills learnt in the prior veterinary business management modules. Students will be required to integrate each module’s subject themes into a coherent report as for each module’s workplace/placement report, including critical reflection of current practices and synthesis of future recommendations.

5. Discussion Boards
Designed to ensure continued diverse range of interaction and involvement in the online forum. Discussions are designed to reflect examples of business practice, theories, professional issues, legal issues, ethical issues or other issues relating to the topics covered in that unit. In most cases students will be directed to research an area prior to submitting their answer (initial contribution is approximately 300-500 words, but can be substantially shorter), forming an important directed learning tool throughout the module. An overall contribution grade is given which will require at least one submission to each discussion board topic throughout the module (discussion boards run every 1 – 2 weeks throughout each module).

E. VETS777/VETS609 Research Project Module:

7. Research project
The research project is assessed based on the submitted project on the main components outlines in the learning outcomes of the module (and programme).

8. Research project presentation
Effective oral communication of data in a form which is digestible and understandable by professional peers is essential for Masters degree holders and reflects both the degree of understanding of the topic and research methods and their analysis as well as communication skills.

9. Supervisors report
As well as research skills, independent learning and initiative are assessed by the supervisor’s report where factors such as self motivation, ability to progress in the project, the quality of the first draft and response to edits in a timely fashion are assessed.

36. Assessment information for students:

Pass marks
The pass mark for each module is 50%

Compensation and re-sits

Compensation

Students cannot have any compensatable marks between modules.

Re-sits

Students who are registered onto an award and fail one or more modules at the first attempt shall be permitted to present themselves for re-examination in the failed module(s) on one more occasion during the registration period. Re-sits must take place within 3 months of the date of the board of examiners meeting. Marks achieved in re-sits/re-submissions shall be recorded as the actual mark achieved but shall be flagged in the transcript to indicate that they were achieved at second or subsequent attempt.

For students who register onto individual modules there shall be no compensation
for any modules that are narrowly failed (see above); if such students fail one or more modules they can either:

(i) Re-sit or re-submit (as appropriate) the failed assessment(s) at the next re-sit or re-submission opportunity. Students may re-sit or re-submit any failed assessments, and normally will not be limited as to the number of opportunities for re-sit or re-submission while the module continues to be delivered by the University. However, only credit from failed modules that are passed at the first re-sit attempt may be counted toward the final award. Marks achieved at re-sit or re-submission will be recorded as the actual mark achieved but shall be flagged in the transcript to indicate that they were achieved at a second or subsequent attempt; or

(ii) Re-take the whole module; all marks achieved will replace all previously achieved marks and it shall be flagged on the transcript that the module has been taken previously.

**Marking descriptors**

The marking descriptors for the Department/School of Veterinary Science will be used in marking all work on this programme. These are:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Absolutely outstanding answer. Factually faultless; strong degree of originality; clearly directed; comprehensive coverage; extensive evidence of supplementary reading; very well written.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Outstanding answer. Factually faultless; clearly directed; logical; good evidence of supplementary reading; originality present; very well written.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Very good answer. Presentation is fresh, logical and perhaps enlightening; some originality of thought or approach; evidence of outside reading; good coverage; very well written and directed.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Comprehensive answer. Clear; logical; thorough; factually sound (sufficiency of facts and/or no serious errors); evidence of outside reading and/or originality; well written and directed.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Adequate answer. Accurate but limited to programme material; perhaps some errors or key facts missing; no originality, little evidence of outside reading; expression/style/grammar moderate.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Incomplete answer. Information fairly sparse; some inaccuracies; broadly relevant to the question but poor coverage of subject, no sign of outside reading; expression/style/grammar poor.</td>
</tr>
<tr>
<td>30-39%</td>
<td>Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct, the general drift may appear sensible, but understanding poor, expression/style/grammar poor.</td>
</tr>
<tr>
<td>20-29%</td>
<td>Very deficient answer. Largely irrelevant to the question; a few facts correct, but many omissions and errors; expression/style/grammar very poor.</td>
</tr>
<tr>
<td>Less than 20%</td>
<td>Totally inadequate answer. Little or no relevance to question or little or no substance/factual material; approach may be all wrong; expression/style/grammar dreadful.</td>
</tr>
</tbody>
</table>

**Plagiarism**

Plagiarism is taken very seriously by the University of Liverpool with guidelines...
All assessment items will be either be submitted via Turnitin, or a sample taken and submitted via Turnitin where the structure does not permit. All case reports are also submitted via Turnitin.

**Final award**

Students who attend part-time over a maximum registration period of 6 years, and who achieve a minimum 180 credit points, and successfully complete a dissertation/research project worth 60 credits will be eligible for the award of a Master’s degree in Veterinary Professional Studies.

Students who attend part-time over a maximum registration period of 5 years, and who achieve a minimum of 120 credit points will be eligible for the award of a Postgraduate Diploma in Veterinary Professional Studies.

Students who attend part-time over a maximum registration period of 3 years, and who achieve a minimum of 60 credit points will be eligible for the award of a Postgraduate Certificate.

**Achieving an award; accumulating credit**

When a student on a CPD programme achieves the award for which they were registered, either a Postgraduate Certificate or a Postgraduate Diploma they shall have the option of accepting the award, or they may return the award and use the credit they have achieved to count towards achieving a higher award, either a Postgraduate Diploma or a Master’s Degree, and they will be registered onto the new award. This will normally be subject to the registration period of the new award.

Where a student is registered on individual CPD modules from an approved CPD programme the following applies:

(a) S/he shall receive a Postgraduate Certificate once s/he has achieved 60 credits;

(b) If a student continues to register onto individual modules within the same CPD programme after having received the Postgraduate Certificate, s/he will be awarded a Postgraduate Diploma once s/he has achieved 120 credits, but s/he will be required to return the Postgraduate Certificate award;

(c) If a student continues to register onto individual modules within the same CPD programme after having received the Postgraduate Diploma, s/he will be awarded a Masters degree once s/he has achieved 180 credits, but s/he will be required to return the Postgraduate Diploma award;

(d) The student must achieve the credit requirements of the CPD programme from which the modules were taken;

(e) Only credit achieved from modules on a single CPD programme may count towards an award; credit achieved from two or more programmes cannot be counted together for an award.
The Board of Examiners and the External Examiner

Exam Boards Protocol for Veterinary Professional Studies

Preamble
To consolidate the exam board process for the CPD modular programs and to align ourselves with current School of Veterinary Science protocols the following protocol has been developed with Dr Tim Nuttall, Assessments Officer for the School. (See also “Roles and Responsibilities of Examination Boards” document which can be found on the School’s Veterinary Education VOCAL site.)

There are 2 key examination boards, the module review board and the examination board.

Timing
The Module Review and Examinations Boards will meet 3 times per year following each CPD ‘semester’ i.e. May/June, September and January.

Module Review Board
- Module coordinators
- Chair (Director of Veterinary CPD)
- External Examiner (one external per species/subject area)
- Assessment Officer (Dr Tim Nuttall)
- Secretary/Examinations officer

Primary remit is to approve completed module marks giving the external examiner the opportunity to comment. This would always occur before the final examinations board.

Examinations Board
- Chair (Director of Veterinary CPD)
- External Examiner (one external per species/subject area)
- Assessment Officer (Dr Tim Nuttall)
- Secretary/Examinations officer
- Module coordinators (optional).

Primary remit is to recommend award or not (pass/fail) of the module (or award) for each individual taking into consideration any mitigating circumstances. Make recommendations for feedback.

Reporting
Secretary to minute both boards and copy to the Chair of the PGT board
Chair to flag any issues for the attention of the Chair of the PGT board

External Examiner Reports
Are required yearly and provided to the student administration services team.
Chair to receive reports via Department administrator (Linda Greatwich) and to provide responses/feedback.

External Examiners are responsible for ensuring that awards made by the University of Liverpool are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining which is available at:


Further information on the assessment policies and procedures, including:

- Purpose, method and schedule of assessment
- Timescales for the submission of assessments
- The penalties for the late submission of assessments
- The rules relating to plagiarism and collusion
- Ill-health and other special factors

can be found in the School Of Veterinary Science “Roles and Responsibilities of Examination Boards” document which can be found on the School’s Veterinary
37. **Student representation and feedback:**

Students will be given the opportunity to nominate themselves for election with one representative from each year being voted in by the students.

An online SSLC meeting (using Adobe Connect) will take place 3 times per year approximately 3-4 weeks prior to the Board of Studies. A ratio of two staff members for each student representative will be present at each meeting.

A formal agenda will be issued and the student representatives will gather any concerns or issues to raise at each meeting. Minutes will be taken and circulated for discussion at the next Board of Studies.

All students also have the opportunity to comment on individual modules anonymously on every module through the module survey tool, which is announced, administered and collated and discussed at CPD academic team meetings.

---

### PART F: STATUS OF PROFESSIONAL, STATUTORY OR REGULATORY BODY ACCREDITATION

38. **Status of Professional, Statutory or Regulatory Body Accreditation:**

The modules and programme are not professionally accredited; however the University of Liverpool has been formally accredited by the Royal College of Veterinary Surgeons to assess the modules available for the PGCert VPS, with approved assessment.

---

### PART G: DIVERSITY & EQUALITY OF OPPORTUNITY AND WIDENING PARTICIPATION

39. **Diversity & Equality of Opportunity and Widening Participation:**

The 100% online format is easily accessible and expected to create significant potential for a wide and diverse enrolment from numerous countries from around the globe. The format also promotes equal opportunity through its universal ease of access.

---

### ANNEX 1

**ANNEX OF MODIFICATIONS MADE TO THE PROGRAMME**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
obtained where this was required

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Impact</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.12.13</td>
<td>Addition of modules &lt; 25% - all fit within existing structure, objectives and rules</td>
<td></td>
<td>Any – all modules are optional and any of the delegates would have the opportunity to take these</td>
</tr>
<tr>
<td>5.12.13</td>
<td>Increase in overall student numbers to 2000</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>1.7.16</td>
<td>Addition of VETS609 as a research module</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>