

PROGRAMME SPECIFICATION: Certificate in Work-based Learning and Research

Applies to cohort commencing 2018

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/MSci Biosciences 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, BSc Biological Sciences (ABWE) and MSci Wild Animal Biology, or Bachelor of Veterinary Medicine or Graduate Accelerated Veterinary Medicine course.</p> <p>BSc/MSci Bioscience and BVetMed students must pass Year 1 and 2.</p> <p>Graduate Accelerated BVetMed students must pass Preclinical Year 1.</p> <p>Written offer of a Placement from a placement provider.</p> <p>The proposed placement project must address the Learning Outcomes.</p>

	<p>The RVC must have selected an appropriate academic tutor and first and second examiners for the project topic.</p> <p>The placement provider must have Employer Liability Insurance or equivalent.</p> <p>The student must attend a Placement Health and Safety Induction at the RVC.</p> <p>Travel Risk Assessments must be performed if the placement is abroad.</p> <p>A Placement Supervisor must be named, and their details provided.</p>
13. UCAS code	N/A
14. JACS Code	N/A
15. Relevant QAA subject benchmark group(s)	Biosciences
16. Reference points	
<p>Quality Assurance Agency, The framework for higher education qualifications in England, Wales and Northern Ireland</p> <p>Regulations of the University of London</p> <p>Qualifications and Curriculum Authority – Level descriptors for positioning units in the Qualifications and Credit Framework</p> <p>Future Fit, CBI 2009</p>	
17. Educational aims of programme	
<p>The Educational Aims of the Placement Year are to:</p> <ul style="list-style-type: none"> • Foster an awareness of one’s own skills, strengths and weaknesses, and one’s position in the workplace • Develop an appreciation of the sector in which the student is working and their role within it • gain experience within the biological sciences that is relevant to their degree and a broader understanding of the field • gain a deep understanding of one topic within the employers field 	
18. Programme outcomes - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes.	
<p>After the Placement Year, the student should be able to:</p> <ol style="list-style-type: none"> 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 culture of the placement provider and of the relevance of the project to the organisation
5. Clearly communicate their project aims, background, results and proposals for future research
6. Discuss the relevance of the project aims and results with respect to recent literature and formulate their own ideas for future projects

Teaching/learning methods

Teaching, learning and assessment activities are aligned to ensure the objectives of the programme are clearly defined and that students have the opportunities to achieve these outcomes. Assignment tasks will focus the student's attention to ensure they achieve the Learning Outcomes. All learning and assessment activities require that the students are actively involved in their learning. Regular discussions with tutors and supervisors will ensure the student is progressing satisfactorily. Self-assessment tools (provided in the Learning Journal) are provided for the student to identify and manage their own learning to achieve the learning objectives to the best of their ability.

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) The Employability Health Check and ePortfolio is used for self-assessment and to record training, seminars and other learning activities.
- 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.
- 8) A Placement Supervisor Assessment will form the basis of the student's self-reflection in the areas of professionalism, conduct in the workplace and aptitude for that type of work.

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 achieved the Learning Outcomes.

Formative Assessment Activities throughout the placement year scheme:

- 1) Tutor and student telephone discussion (after 1 week)
- 2) Tutor and Supervisor assessed Preliminary and Intermediate Report
- 3) Tutor visits to discuss progress at 8 weeks and half way through placement
- 4) Self-assessment of skills via questionnaires in the Learning Journal
- 5) Participation in virtual meetings with peers and a tutor
- 6) Discussions with supervisor and tutor
- 7) Reflection and Reintegration one-day workshop

Summative Assessment Activities at the end of each placement scheme:

- 1) Project report.
- 2) Reflective Oral Presentation

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

The Placement Year

Level: 4 Credits: 120 Award: Certificate in Work-based Learning and Research

Module	Level	Year	Credits	Comments
Placement Year	4	P	120	

20. Work Placement Requirements

Minimum of 30 weeks full-time with minimum 8 weeks research