

Degree Outcomes 2022/23

Version	Update and Reason	Author and Title	Date of Academic Board Approval	Effective Date	Review date
1.0	N/A	Nerys Evans Registrar and Rebecca Wombwell Deputy Registrar		2024	2025

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1. Introduction

This Degree Outcomes Statement was approved by Academic Board on July 3rd 2024.

All information in this document was correct at time of publication.

2. Institutional Degree Classification Profile

The Royal Veterinary College (RVC) is the UK's largest and longest-established independent veterinary school and is a Member Institution of the University of London.

The RVC offers undergraduate and postgraduate programmes in veterinary medicine, veterinary nursing, and biological sciences, and CPD programmes in veterinary medicine and veterinary nursing.

This Degree Outcomes Statement provides a brief analysis of the degrees awarded by the RVC over the 5 years from 2017-18 to 2021-22 and includes data for all students awarded a degree at Bachelor level (level 6) and integrated MSci courses (level 7). The RVC also awards degree qualifications which are not subject to classification, namely the Bachelor in Veterinary Medicine. These degree results are not included in percentage calculations for class of degree but analysis for these degrees is included in this document.

Student numbers are suppressed where there are fewer than 23 students in the chosen category.

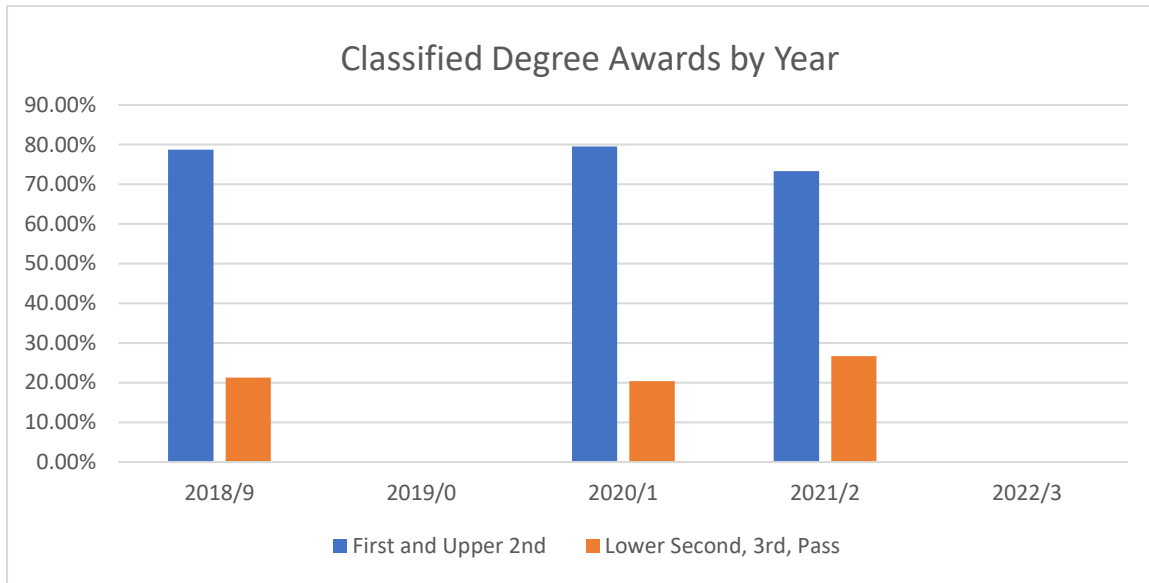
Table 1 and Figure 1.1 below detail the degree classification profile for Bachelor degree programmes, including the integrated MSci courses.

Table 1¹

Year of Graduation	First and Upper 2nd Class Honours	Lower Second and 3rd Class Honours, Pass
2018/9	78.75%	21.25%
2019/0	-	-
2020/1	79.56%	20.44%
2021/2	73.33%	26.67%
2022/3	-	-

¹ Student numbers are suppressed.

Figure 1.1²



The results show the most awarded degree classifications for the Bachelor degree programmes including MSci routes in each of the reported years since 2018/9 has been First and Upper Second Class Honours awards. These “good honours” degrees combined are consistently >70% in the reported years.

Table 2 and Figure 2.1 below set out the percentage pass rates of the first degrees which are not subject to classification awarded by the RVC since 2018/9. These pass rates are for our Bachelor of Veterinary Medicine programme. Eligibility for Honours degrees are based on a points system, which is outlined further on in this document.

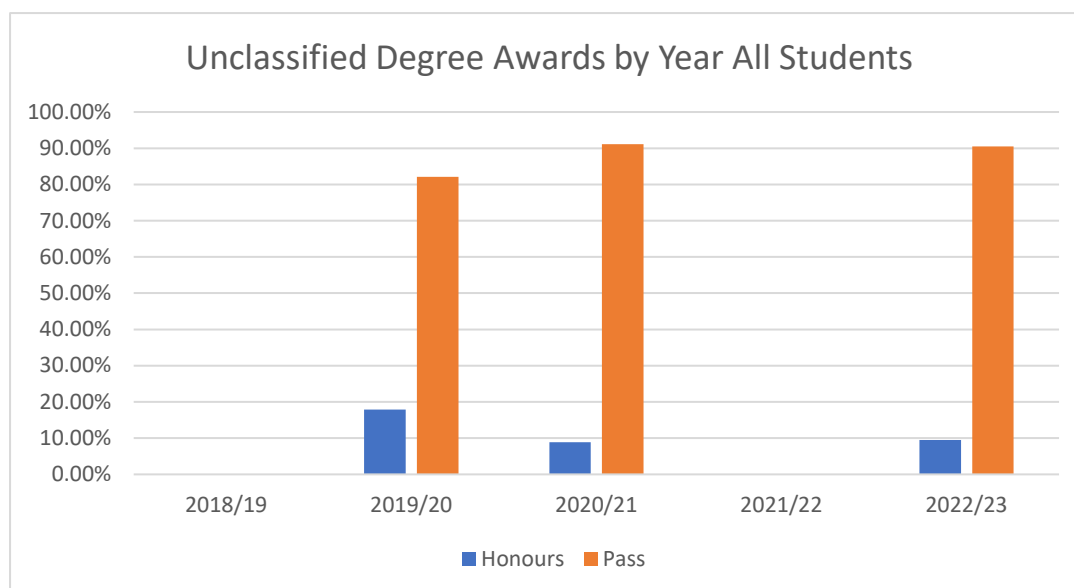
Table 2³

Year of Graduation	Honours	Pass
2018/19	-	-
2019/20	17.87%	82.13%
2020/21	8.89%	91.11%
2021/22	-	-
2022/23	9.47%	90.53%

² Student numbers are suppressed.

³ Student numbers are suppressed.

Figure 2.1⁴



The rates of Pass and Honours degrees has remained fairly consistent for the three years reported. The proportion of students with a Pass for the Bachelor in Veterinary Medicine is consistently over the 80% mark for awarded degrees in these years.

The RVC has a history of leading the way in terms of Widening Participation in the veterinary sector; we were the first veterinary school to offer a social mobility foundation year - the Gateway programme - which has been running successfully since 2005 and accounts for approximately 20% of the Veterinary Medicine intake at the RVC. Our overall aim is to increase access to higher education for students from our priority groups - students from low-income backgrounds, those from areas of the country that do not have a high proportion of 18- and 19-year-olds entering university and Ethnic Minority students. We also want to support these students during their studies at the RVC so that they achieve their potential and progress to highly skilled employment or further study.

The RVC is dedicated to being an organisation in which equality, diversity and inclusion underpin all that we do, and we offer specialist advice and support to help students succeed.

3. Assessment and Marking Practices

The RVC maps its Academic Quality Assurance and Enhancement Procedures against the sound practice within the Quality Assurance Agency (QAA) UK Quality Code for Higher Education. The RVC also takes into consideration the requirements of relevant Professional, Statutory and Regulatory Bodies (PSRBs). Along with this, the Blended Learning strategy at the RVC was developed to provide a mix of teaching approaches, delivery modes and learner styles to suit individual student learning styles and enable student success. Quality and standards in teaching are regularly reviewed to ensure that they meet UK expectations. The RVC Strategic Plan 2022-2026 states we will “optimise the student experience across all our programmes and contribute to national initiatives in

⁴ Student numbers are suppressed.

developing appropriate metrics for student satisfaction and success” to achieve “being recognised as an authority in, and an example of, quality, progressive and technologically advanced educational and professional standards”.

All courses are monitored continuously by the Learning, Teaching and Assessment Committee and the Teaching Quality Committee, which monitors all aspects of teaching quality (all taught courses). There is an annual cycle of course monitoring. Course Management Committees use the Annual Quality Improvement Reporting process to assure themselves that their courses are running successfully. Furthermore, all courses are subject to periodic review every six years. For further details, see the [Guidelines for Periodic Review](#).

The RVC maps modules and units of study, defined as being at a specified level to ensure they are consistent with the Framework for Higher Education Qualifications (FHEQ).

Awards using credit are designed to meet the national norms. Guidance on credit arrangements in England, including numbers and levels of credits required for awards, is set out in Higher education credit framework for [England: Advice on Academic Credit Arrangements \(2021\), published by QAA](#).

All our undergraduate programmes have external accreditation which requires that specific standards are met, in addition to those outlined in the FHEQ. The BVetMed is governed by the requirements of the Royal College of Veterinary Surgeons (RCVS) and other PSRBs. The suite of Biological Science BScs and MScs are accredited by the Royal Society of Biology.

Awards using credits are designed using the [Credit, credit accumulation and modules](#) approval process.

The design, development and approval of taught courses at the RVC is governed by the RVC’s Academic Quality Assurance and Enhancement procedure for the [Design and Approval of Courses](#) which includes discussion at a Course Proposal and Development Group. The Design and Approval of Courses procedure may on occasion run in parallel with the RVC process for [Module Development and Approval](#). External expertise is made use of when developing courses and may include contributors from other higher education providers, partnerships, PSRBs, academic associations and the Higher Education Academy. The Educational Development team based within the Directorate of Learning and Wellbeing supports course design and development, further information can be found [here](#).

Ongoing academic staff development is provided by the Educational Development team through training and programme development/design support. A range of in-person and online INSET days and workshops are offered to the whole RVC community and on a course specific basis. All staff development activities are reported to TQC.

The RVC publishes [Guidance for design of assessment in modules](#) for our modular programmes which ensures equivalence between assessment load on different modules.

Further information can be found in our Academic Quality, Regulations and Procedures, available [here](#).

Assessment is a crucial driver of student learning, and assessment strategy is therefore an integral part of the overall learning and teaching strategy. We will use a variety of assessment methods, including a combination of formative and summative assessments, as appropriate to the knowledge and skills being developed by each course. As students move through their course, they will be

expected to demonstrate achievement of higher order learning objectives, building upon learning from earlier stages of their studies.

The Academic Board approves and publishes General and Course Specific Assessment and Award Regulations for Taught Courses. Any proposed amendment to details of a degree examination must be announced at least 3 months before the date of that examination. Any significant change to programme specifications or assessment regulations which directly affects students will be proposed through student elected representation at academic committees. Any subsequent significant change will be notified to students at least 12 months prior to the implementation of the change.

[Assessment and award regulations](#) for all courses are published on our website and each type of assessment in an examination is marked according to the relevant regulations. All final year projects for BSc and BVetMed are independently double marked with markers agreeing a final mark. Facilitators may be nominated to aid discussion and agreement of final marks.

Summative assessments are marked by a variety of examiners marking answers to different questions within one examination. Answers to individual questions or coursework can be marked by a single examiner or by a team of examiners. Experienced markers are used to sample mark written submissions (unless subject to a double marking protocol). The rate of sampling is 10% for marking batches of 50 plus students and 20% for marking batches of up to 50 students (or 5 pieces of work, whichever is greater).

External examining is an integral part of the RVC's quality assurance and enhancement processes. It ensures effective and appropriate assessment and assures the standard of the RVC's degrees and our processes and procedures are closely aligned with the precepts of the UK Quality Code for Higher Education.

The RVC's [Procedure for External Examiners](#) sets out information on nomination, appointment, training and support, reporting processes and duties of External Examiners. It is consistent with the Quality Assurance Agency (QAA) current guidelines and is managed by the Academic Quality Office. The team also maintains a register of all External Examiners and coordinates receiving and responding to annual reports from these External Examiners.

Students can gain extensions to submission dates when needed if the cause of the delay is unforeseeable and uncontrollable and occurs at a time when its impact cannot be managed. Students can apply for authorised absence, again if the reason is unforeseeable and uncontrollable, and must submit supporting evidence when applying.

The RVC is committed to providing feedback that allows students to understand the strengths and limitations of their academic performance and to recognise how future performance can be improved. Feedback is an ongoing dialogue between staff and students, which will purposefully evolve during a course, in order to develop vital self-regulation skills, so that students ultimately develop confidence and competence as self-reflective graduates. Academic staff should provide feedback that is timely, constructive and developmental. Feedback should normally be provided on submitted work/assessments within 15 working days, but no later than 20 working days without good reason.

Students have the right to appeal and may wish to put forward a case regarding their results. Information is available published on the website: [Student Appeals Procedure](#). Depending on these factors, the case will be considered as an appeal, a potential administrative error or a complaint. A student who makes an appeal will suffer no disadvantage as a result of making an appeal. There is an

opportunity for students to apply for a Final Formal Review if they believe the decision of the Appeals Panel unreasonable, if the Panel was not conducted properly or if the student has new evidence they could not have shown to the panel at the proper time.

The RVC reviews its Appeals, Complaints and Misconduct procedures on a regular basis with the Academic Registrar.

4. Academic Governance

Governance provides the structure and mechanisms through which the RVC ensures that its leadership and management are fully accountable for the achievement of its charitable objects for the public benefit. The RVC's governing body is the [RVC Council](#). The RVC's Council ensures that its governance arrangements comply with The Higher Education Code of Governance, issued by the Committee of University Chairs (CUC), the conditions of our registration as a Higher Education Provider with the Office for Students and identified good practice.

The Academic Board is responsible to the RVC Council for the development and management of the RVC's academic affairs. Academic committees report their activities through the Academic Board which delegates its responsibilities through an [Academic Committee Structure](#) that covers our undergraduate and postgraduate activities.

The Learning, Teaching and Assessment Committee (LTAC) reports directly into the Academic Board with the Course Proposal Development Group reporting in to LTAC. Other groups reporting in to LTAC include the Blended Learning Project Group which looks holistically at student and staff support in addition to enhancement of the digital infrastructure for teaching and learning. Course Management Committees relating to all taught courses are sub-committees of LTAC. LTAC directs the RVC's activities in teaching and assessment and develops the Learning, Teaching and Assessment Strategy. The Teaching Quality Committee (TQC) also reports directly into Academic Board with sub-groups formed of the Annual Quality Improvement Group, the Student Engagement in Quality Enhancement Working Group and the External Student Survey Results Working Group. The Teaching Quality Committee maintains the RVC's Quality Assurance Strategy and assures the quality and standards of the RVC's taught courses. TQC is responsible for ensuring that the RVC satisfies the guidelines and codes of practice issued by external bodies. Student members are included in all these committees and working groups.

Boards of Examiners sit on behalf of the Academic Board to exercise the fair and just use of regulations and uphold academic standards in respect of the assessment of students on taught courses. Chairs are appointed by the Academic Board; all boards have at least one External Examiner.

Within the terms of the programme specification of an individual course and RVC regulations, Boards of Examiners are responsible for and have authority to deal with:

- The approval of the questions and format used in examination papers and other forms of assessment.
- The moderation of marking standards and so the approval of the results.
- Decisions relating to the progression of students and termination of study.
- Recommendation to Academic Board for the conferral of awards upon individual students.

Boards of Examiners deal with the consideration of the spread of results and the quality of students' work in order to report upon:

- The nature, appropriateness and conduct of forms of assessment.
- The standards set and the standards achieved.
- The performance of students.

The Academic Board has ultimate responsibility for student Pass Lists.

5. Classification Algorithms

The algorithms used to determine degree outcomes are outlined to students and staff in the [Course Assessment and Award Regulations](#) published for each course. Award maps are also published for courses with modular assessment. Information published in this section relates to the 2022/23 academic year.

Biological Sciences BSc/MSci (and Intercalated) (all pathways) and the BSc Comparative Pathology

BSc/MSci all pathways

Requirements to be awarded the BSc:

- To have passed individual module(s) (including exemptions) amounting to 60 credits at level 6 AND
- To have completed the Practical Skills Log

Or:

- To have gained a weighted aggregated average of 40% from modules to the value of 60 credits at level 6, with modules amounting to a total of no more than 15 credits gaining a mark between 30 and 39%. All other modules must gain a mark of 40% or more. AND
- To have completed the Practical Skills Log

Requirements to be awarded the BSc with Honours:

- To have passed individual module(s) (including exemptions) amounting to 120 credits at level 6 AND
- To have completed the Practical Skills Log

Or:

- To have gained a weighted aggregated average of 40% from modules to the value of 120 credits at level 6, with modules amounting to a total of no more than 15 credits gaining a mark between 30 and 39%. All other modules must gain a mark of 40% or more. AND
- To have completed the Practical Skills Log

Requirements to be Awarded the MSci (Hons):

- An aggregated overall mark of at least 50% from all modules contributing to the award AND
- A pass (50%) in the Research Module AND

- A pass in individual modules which, when combined, amount to 120 credits at Level 7

Requirements to be Awarded the MSci:

- An aggregated overall mark of at least 40% from modules contributing to the award AND
- A pass (at 50%) in the Research Module AND
- A weighted aggregated average of 50% from Masters level (Level 7) modules amounting to 120 credits
- PROVIDED THAT Masters (Level 7) Modules amounting to a total of no more than 15 credits, or one 15 credit module or one 30 credit module gain a mark between 40 and 49%. All other individual Masters (Level 7) modules must gain a mark of 50% or more.

For Biological Sciences BSc (and Intercalated) (all pathways) and the BSc Comparative Pathology, for BSc (Honours), the total marks will be weighted and calculated as:

- average of 120 credits at Level 5 - 30% weighting
- average of 120 credits at Level 6 - 70% weighting

Level 4 credits are not included in final weighting classifications.

Classifications are awarded based on the following percentage marks. The Project refers to projects of 30 or 60 credits.

- First Class - 70% or above with at least 60% for Level 6 modules
- First Class - 69% or above with at least 60% for Level 6 modules and at least 75% for the combined Project marks
- Upper Second Class - 60% to 69% with at least 50% for Level 6 modules
- Upper Second Class - 59% or above with at least 50% in the Third Year and at least 65% for the combined Project marks
- Lower Second Class - 50% to 59% with at least 40% for Level 6 modules
- Lower Second Class - 49% or above with at least 40% in the Third Year and at least 55% for the combined Project marks
- Third Class - 40% to 49% with at least 40% for Level 6 modules
- Third Class - 39% or above with at least 40% for Level 6 modules and at least 45% for the combined Project marks

For MSci (Honours) awards, the following weightings are used:

- average of 120 credits at Level 5 - 15% weighting
- average of 120 credits at Level 6 - 35% weighting
- average of 120 credits at Level 7 - 50% weighting

Level 4 credits are not included in final weighting classifications.

Classifications are awarded based on the following percentage marks. The Project refers to projects of 30 or 60 credits.

- First Class 70% or above
- First Class 69% or above with at least 75% in the Level 7 combined Project marks

- Upper Second Class 60% to 69%
- Upper Second Class 59% or above with at least 65% in the Level 7 combined Project marks

- Lower Second Class 50% to 59%
- Lower Second Class 49% or above with at least 55% in the Level 7 combined Project marks

- Third Class 40% to 49% with at least 50% on aggregate for Level 7

BSc/MSci with Placement Year

Requirements to be awarded the BSc:

- To have passed individual module(s) (including exemptions) amounting to 60 credits at level 6 AND
- To have completed the Practical Skills Log

Or

- To have gained a weighted aggregated average of 40% from modules to the value of 60 credits at level 6 (Stage 4), with modules amounting to a total of no more than 15 credits gaining a mark between 30 and 39%. All other modules must gain a mark of 40% or more. AND
- To have completed the Practical Skills Log

Requirements to be awarded the BSc (Honours):

- To have passed individual module(s) (including exemptions) amounting to 120 credits at level 6 (Stage 4) AND
- To have completed the Practical Skills Log

Or

- To have gained a weighted aggregated average of 40% from modules to the value of 120 credits at level 6 (Stage 4), with modules amounting to a total of no more than 15 credits gaining a mark between 30 and 39%. All other modules must gain a mark of 40% or more. AND
- To have completed the Practical Skills Log

Requirements to be Awarded the MSci (Hons):

- An aggregated overall mark of at least 50% from all modules contributing to the award AND
- A pass (50%) in the Research Module AND
- A pass in individual modules which, when combined, amount to 120 credits at Level 7

Requirements to be Awarded the MSci:

- An aggregated overall mark of at least 40% from modules contributing to the award AND
- A pass (at 50%) in the Research Module AND
- A weighted aggregated average of 50% from Masters level (Level 7) modules amounting to 120 credits
- PROVIDED THAT Masters (Level 7) Modules amounting to a total of no more than 15 credits, or one 15 credit module or one 30 credit module gain a mark between 40 and 49%. All other individual Masters (Level 7) modules must gain a mark of 50% or more.

For BSc with Placement year, the total marks will be weighted and calculated as:

- average of 120 credits at Level 5 - 15% weighting
- average of 120 Level 6 (Stage 3) - 15% weighting
- average of 120 credits at Level 6 (Stage 4) - 70% weighting

Level 4 credits are not included in final weighting classifications.

Classifications are awarded based on the following percentage marks:

- First Class - 70% or above with at least 60% in for Level 6 (Stage 4) modules
- First Class - 69% or above with at least 60% for Level 6 (Stage 4) modules and at least 75% for the combined Project marks
- Upper Second Class - 60% to 69% with at least 50% for Level 6 (Stage 4) modules
- Upper Second Class - 59% or above with at least 50% for Level 6 (Stage 4) modules and at least 65% for the combined Project marks
- Lower Second Class - 50% to 59% with at least 40% for Level 6 (Stage 4) modules
- Lower Second Class - 49% or above with at least 40% for Level 6 (Stage 4) modules and at least 55% for the combined Project marks
- Third Class - 40% to 49% with at least 40% for Level 6 (Stage 4) modules
- Third Class - 39% or above with at least 40% for Level 6 (Stage 4) modules and at least 45% for the combined Project marks

For MSci (Honours) awards, the following weightings are used:

- average of 120 credits at Level 5 - 7.5% weighting
- average of 120 credits at level 6 (Stage 3) - 7.5% weighting
- average of 120 credits at Level 6 (Stage 4) - 35% weighting
- average of 120 credits at Level 7 - 50% weighting

Level 4 credits are not included in final weighting classifications.

Classifications are awarded based on the following percentage marks:

- First Class - 70% or above

- First Class - 69% or above with at least 75% in the Level 7 combined Project marks
- Upper Second Class - 60% to 69%
- Upper Second Class - 59% or above with at least 65% in the Level 7 combined Project marks
- Lower Second Class - 50% to 59%
- Lower Second Class - 49% or above with at least 55% in the Level 7 combined Project marks
- Third Class - 40% to 49% with at least 50% on aggregate for Level 7

Veterinary Nursing

BSc Veterinary Nursing

Requirements to be awarded the BSc:

- To have passed individual modules which, when combined, amount to 60 credits in total with no module gaining a mark less than 35%.

Requirements to be awarded the BSc with Honours:

- To have passed individual modules which, when combined, amount to 60 credits in total AND
- To have passed the 60 credit Final Year Project module.

BSc Veterinary Nursing awards for students on the BSc pathway marks are weighted as follows:

- Year 2 weighted at 15%
- Year 3 weighted at 15%
- Year 4 weighted at 70%

Year 1 is not included in the final award.

BSc Veterinary Nursing awards for students previously on the FdSc pathway use marks from Year 4 alone for classification.

Classifications are awarded based on the following percentage marks:

- First Class - 70% or above with at least 60% in the Fourth Year
- First Class - 69% or above with at least 60% in the Fourth Year and at least 75% for the combined Project marks

- Upper Second Class - 60% to 69% with at least 50% in the Fourth Year
- Upper Second Class - 59% or above with at least 50% in the Fourth Year and at least 65% for the combined Project marks

- Lower Second Class - 50% to 59% with at least 40% in the Fourth Year
- Lower Second Class - 49% or above with at least 40% in the Fourth Year and at least 55% for the combined Project marks

- Third Class - 40% to 49% with at least 40% in the Fourth Year
- Third Class - 39% or above with at least 40% in the Fourth Year and at least 45% for the combined Project marks

Veterinary Surgery

Bachelor of Veterinary Medicine

For the Bachelor of Veterinary Medicine, students are required to pass Part I, Part II and Part III assessments.

Passes require a candidate to have:

- Part I
 - Passed each of the individual Core and Track Rotations AND
 - Passed the Practical Skills Examination (OSCE) having obtained at least an aggregated average of 50% from the OSCE and have passed the minimum number of OSCE stations AND
 - Gained a mark of “Competent” in all DOPS Skills AND
 - Completed 13 weeks of EMS experience AND
 - Be able to complete the course within 5 years from the start of year 3
- Part II
 - Obtained at least an aggregated average of 50% from the Clinical and Professional Reasoning written exam AND
 - Obtained a minimum of 50% in at least TWO of the FOUR questions AND
 - Have no marks below 40% for any question AND
 - To have completed the course within 5 years from the start of Year 3.
- Part III
 - Obtained at least an aggregated average of 50% from the Project Written Submission (research project or critiqued scientific review) and Project Supervisor’s Assessment (research project) and Oral Presentation (where applicable) combined AND
 - To have completed the course within 5 years from the start of Year 3.

Classifications are awarded based on the following percentage marks:

- A candidate who, at the first attempt, obtains an average mark of 70% or more will be awarded Pass with Distinction.
- A candidate who, at the first attempt, obtains an average mark of between 65 – 69% will be awarded Pass with Merit.

Bachelor of Veterinary Medicine – Honours Points

Honours points are awarded as follows:

	Distinction	Merit
Gateway Year	0	0
First Year BVetMed	8	4
Second Year BVetMed	8	4
Graduate Entry Year BVetMed	0	0
Third Year BVetMed	4	2

Fourth Year BVetMed	8	4
Finals Part 1	0	0
Finals Part 2	16	8
Finals Part 3	4	2

For a student graduating in 2023 and having undertaken the 5-year programme, the award of honours points will be calculated as follows:

- Method 1 Calculation – For students who undertook BVetMed Year 2 during the academic year 2019-20
The award of honours points will be calculated to exclude points attributed to BVetMed Year 2 when this was undertaken during the academic year 2019-20
Honours will be awarded to students who meet the following criteria:
 - (i) A student who has undertaken the 5 year programme, or entered via the Gateway programme, gaining 15 (37.5%) or more honours points shall be eligible for honours, provided that the criteria described in (ii) and (iii) are fulfilled.
 - (ii) At least 10 points must be obtained from the Finals BVetMed Examinations.
 - (iii) The student has not been required to defer Finals Part 1 as a result of earlier failure.
- Method 2 Calculation - For students who undertook BVetMed Year 2 prior to the academic year 2019-20
The award of honours points will be calculated to include points attributed to BVetMed Year 2 when this was undertaken prior to the academic year 2019-20
Honours will be awarded to students who meet the following criteria:
 - (i) A student who has undertaken the 5 year programme, or entered via the Gateway programme, gaining 18 (37.5%) or more honours points shall be eligible for honours, provided that the criteria described in (ii) and (iii) are fulfilled.
 - (ii) At least 10 points must be obtained from the Finals BVetMed Examinations.
 - (iii) The student has not been required to defer Finals Part 1 as a result of earlier failure

For a student graduating in 2023 and having undertaken the Graduate Entry or Combined Degree programmes, the award of honours points will be calculated as follows.

- Honours will be awarded to students who meet the following criteria:
 - (i) A student who has undertaken the Graduate Entry or Combined Degree programmes with, gaining 12 (37.5%) or more honours points shall be eligible for honours, provided that the criteria described in (ii) and (iii) are fulfilled.
 - (ii) At least 10 points must be obtained from the Finals BVetMed Examinations.
 - (iii) The student has not been required to defer Finals Part 1 as a result of earlier failure.

BSc/BSc (Hons) Animal Health and Disease

For the award of BSc Honours students to have achieved at least:

- 80 marks for the BVetMed Year 1 Result
AND

- 280 marks for the BVetMed Year 2 Result
AND
- 293 marks for the BVetMed Year 3 Result
AND
- 146 marks for the Research Project or Hypothesis-driven Project

For the award of BSc Ordinary students to have achieved at least:

- 80 marks for the BVetMed Year 1 Result
AND
- 280 marks for the BVetMed Year 2 Result
AND
- 293 marks for the BVetMed Year 3 Result

Classifications for BSc Honours are awarded based on the following percentage marks:

- First Class - 70% or above
- First Class - 69% and a mark of at least 70% in three of the four elements
- Upper Second Class - 60% to 69%
- Upper Second Class - 59% and a mark of at least 60% in three of the four elements
- Lower Second Class - 50% to 59%
- Lower Second Class - 49% and a mark of at least 50% in three of the four elements
- Third Class - 40% to 49%

6. Teaching Practices and Learning Resources

The mission of the RVC is to be a leading international authority in education, clinical care, research, expert opinion, and employment in veterinary and biomedical sciences.

The RVC will:

- Offer, and evolve, curricula which prepare our students for their career destinations and lifelong learning with a focus on cultural competency and learning outcomes, and deploying modes of delivery which accommodate the needs of all our students.
- Optimise the student experience across all our programmes and contribute to national initiatives in developing appropriate metrics for student satisfaction and success.
- Influence future policy and practice within the professions and engage with the development of new requirements and accreditation frameworks as set by regulatory bodies.
- Invest further in owned and partnered initiatives and programmes in advancing our mission in a sustainable fashion.
- Cement a portfolio approach to recruitment of students from a diverse range of backgrounds.

As the world of work continues to change and evolve so do the kinds of digital skills needed by graduating students. In a wide variety of employment contexts new graduates will be expected to be able to communicate effectively, to confidently interact on various digital platforms and to assess information found on the web or social media.

RVC's approach is to align our teaching and learning to the development of these future-focused digital skills.

[RVC's approach to blended learning](#) combines our campus spaces and our digital environment to provide a range of complementary opportunities for social interaction. The RVC uses a wide variety of [learning resources](#) to support flexible aspects of your programme of study.

Our [Student Engagement](#) policy sets out the RVC's commitment to ensuring that all students have opportunities to contribute to their learning experience and our [Student Voice Strategy](#) sets out the overall aims and vision for capturing the student voice in a variety of ways, including surveying, representation and future development.

7. Identifying Good Practice

The RVC's Annual Quality Improvement Reporting Process enables the RVC to monitor and evaluate taught courses. It allows the RVC to review learning opportunities for students and to consider how these may be improved. Course directors review student survey data and external examiner reports to compile forward looking actions. Items of concern and of good practice are documented and considered by the appropriate academic committee before being published for each suite of courses.

Improved practices which were identified in 2021-22 Academic Quality Improvement Reports are indicated here.

BSc Veterinary Nursing

- Module surveys are run during teaching sessions, this has improved student response rates.
- Students now utilise software such as Padlet, which enables the course team to give immediate feedback to students.
- Being able to utilise Teams for meetings, when additional support is needed or for online tutorials when students are on placement has been useful, helps staff explain topics and enables staff to respond to students more quickly.

Veterinary Surgery

- BVetMed Year Leaders provided reflective responses to student feedback.
- The introduction of Year Leaders meeting SU Course Reps twice a month helped with communication between students and staff.
- The opportunity for students to sign up to practical sessions enabled students to plan their time and schedule practical teaching at a time which suited their plans.

Biological Sciences BSc/MSci (all pathways)

- The team helped enhance the feeling of cohort community by developing and running an in-person session for students in different years of the course. The session was enjoyed by students and developed a more cohesive group.
- A marking and feedback rubric has been developed and is in use for year 2 projects.
- Students on MSci Bioscience commended the poster feedback session.

Widening Participation

Institutional data and data from The Office for Students have helped the RVC identify areas to focus on to further develop our Widening Participation activities. The RVC publishes an Access and Participation Plan outlining activities which will encourage further improvements in Access, Success (non-continuation and attainment) and Progression to careers and further study.

The RVC Access and Participation Five Year Plan: 2020-21 onwards outlines various new activities for 2023-24 including:

- To develop training to ensure academic and technical teaching staff are clear about the qualities and qualifications larger cohorts of students will be bringing.
- To develop data-informed careers interventions including careers registration and the Employability Health Check that will give due diligence to social capital and cultural diversity and support career planning and employability outcomes.
- Introducing Digital Skills Journeys to support digital competency.
- Peer Support through Student Success coaching.
- A longitudinal skills-based approach to induction and the transition to HE.
- Enhancing monitoring and evaluation of success and progression activities.

Sources

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