

H/02/27/02

**Meeting of the Senatus Curriculum and Progression Committee  
to be held at 2.00pm on Thursday 21 September 2017 in the Edinburgh College of Art  
Main Building Boardroom (L05)**

**A G E N D A**

1. **Minutes of the meeting held on 1 June 2017** Enclosed

2. **Matters Arising**

a) **Electronic Business 18-31 July 2017 - Tier 4 Student  
Attendance and Engagement Policy**

**For Discussion**

3. **CSPC Membership and Terms of Reference 2017/18** CSPC 17/18 1A

4. **Resits and Supplementary Assessments Guidance** CSPC 17/18 1B

5. **Guidance on Moderation** CSPC 17/18 1C

6. **Authorised Interruption of Study - Proposal for a University-wide  
Policy** CSPC 17/18 1D

7. **Postgraduate Taught Assessment and Progression** CSPC 17/18 1E

8. **Collaborative Provision: use of our credits by other institutions** CLOSED (F)

9. **CMVM: Articulation Agreements** Verbal update

10. **CMVM New Programme Proposal: DVet Med** CSPC 17/18 1H

11. **Curriculum Framework: Structure for Teaching and Assessment** CSPC 17/18 1I

**For information and formal business**

12. **Student Discipline Committee Membership and Student Discipline  
Officers 2017/18** CSPC 17/18 1J

13. **Senate Committee Planning** CSPC 17/18 1K

14. **Students' Association Priorities 2017/18** CSPC 17/18 1L

15. **Service Excellence Programme** Verbal update

16. **Knowledge Strategy Committee Report** CSPC 17/18 1M

17. **Any Other Business**

H/02/27/02  
CSPC: 01.06.17

The University of Edinburgh

**Minutes of the Senatus Curriculum and Student Progression Committee (CSPC)  
held on Thursday 1<sup>st</sup> June 2017 in the Boardroom, ECA**

**Present:**

Professor Alan Murray (Convener)	Assistant Principal, Academic Support
Professor Graeme Reid	Dean of Learning and Teaching (CSCE)
Dr Theresa McKinven	Head of PG Section (CAHSS)
Ms Alex Laidlaw	Head of Academic Affairs (CSCE)
Dr Sheila Lodge	Head of Academic Administration (CMVM)
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)
Mr John Lowrey	Dean of Undergraduate Studies (CAHSS)
Dr Antony Maciocia	Dean of Students (CSCE)
Mr Patrick Garratt	Vice President Academic Affairs, EUSA
Ms Ellie Tudhope	Academic Adviser, The Advice Place
Dr Adam Bunni	Head of Governance and Regulatory Team, Academic Services
Ms Anne-Marie Scott	IS Learning, Teaching and Web

**In attendance:**

Mr Tom Ward	Director, Academic Services
Dr Rowena Arshad	Head of School, Moray House School of Education (Item 3 only)
Dr Lesley Reid	Director of Undergraduate Studies, Moray House School of Education (Item 3 only)
Dr Simon Coleman	Deputy Head of School, Moray House School of Education (Item 3 only)
Mr Gavin Douglas	Deputy Secretary (Student Experience)
Ms Bobi Archer	Vice President Education (Elect), EUSA
Mr Stuart Fitzpatrick	Academic Policy Officer, Academic Services

**Apologies for absence:**

Professor Susan Rhind  
Dr Ewen Macpherson  
Dr Geoff Pearson  
Mr Alan Brown  
Dr Juliette MacDonald

**1. Minutes of the Previous Meeting**

The minutes of the previous meeting held on Thursday 16<sup>th</sup> March 2017 were approved as an accurate record.

## 2. Matters Arising

2.1 The Committee noted the electronic business carried out between 30 March 2017 and 5 April 2017 regarding the MSc in Infectious Diseases and One Health (IDOH).

2.2 The Convener noted that the agenda for the meeting as provided to the Committee would change, with papers B (CAHSS: Programme Closure) and E (Review of Support for Disabled Students – Changes to Assessment Regulations 2017/18) discussed first, prior to consideration of Paper A (Resits and Supplementary Assessments Guidance). Following consideration of Paper A, the agenda as provided would then continue with Papers B, C, and F through M.

## 3. CAHSS: Programme Closure (CSPC 16/17 6B)

Dr Lesley Reid, Dr Rowena Arshad, and Dr Simon Coleman attended to present this item on behalf of the School of Education, outlining the rationale behind the proposed closure of the “MA Primary Education with...” degrees. The relevant Board of Studies (BoS), and the College of Arts, Humanities and Social Sciences Undergraduate Learning and Teaching Committee (CUGLAT) had endorsed the decision to close these programmes, but the approval of CSPC was required to confirm this decision.

The School of Education drew particular attention to the following points:

- Initial teacher education programmes are “protected”, meaning that decisions relating to portfolio realignment were not a matter for the University alone, but needed to involve discussions with the Scottish Government.
- The “sunsetting” arrangements for these degrees would allow a managed closure of the programmes without detriment to continuing students; the fact that these arrangements would run over five years would assist in supporting students who might encounter difficulties in progressing through the programme, or need to take an Authorised Interruption of Studies, and the School confirmed that it would put appropriate arrangements in place for any students who required additional time to complete.

Committee members received a tabled copy of comments regarding the proposed closures from the University and College Union (UCU). The School of Education were invited to respond to the issues raised, making the following points:

- The requirement to gain approval from the Scottish Government for the proposed changes had restricted the School’s ability to consult with staff at an earlier stage in the process.
- The paper submitted to CSPC had been to the Board of Studies and CUGLAT, and had been amended in light of feedback from both stages prior to being presented to CSPC for approval.
- The Donaldson report (“Teaching Scotland’s Future - Report of a review of teacher education in Scotland”, 2011) indicated that flexible routes in to Initial Teacher Education should be offered, but did not that every Higher Education

Institution needed to provide the same range of programmes. The School of Education would continue to offer the one year Postgraduate Diploma in Education (PGDE), which attracted large numbers of applicants.

- By focusing on postgraduate-level teacher education, the School of Education and the University were raising the status of teaching.
- The validation of the new MSc in Transformative Learning and Teaching was carried out in its own right, and the financial viability of the programme was considered during this process. The costings for the existing Primary Education programmes had been arrived at using the standard method within the School, using available data relating to the commitments of individual staff to delivering the programmes based on the School's Workload Allocation Model; the costings had been confirmed as accurate by the College of Arts, Humanities and Social Sciences Accountant. These costings indicated that the "Primary Education with..." programmes ran at a significant financial loss.
- The survey data provided by UCU were of questionable validity, since the survey could potentially be completed by an individual multiple times.

The Committee asked whether the School of Education had given due consideration to Equality and Diversity issues in relation to the programme closures. The School confirmed that it had. A voluntary severance / voluntary early retirement scheme was currently open; until such time as this scheme had been completed, it would be difficult to fully assess the potential impact of the closures on staffing.

The Committee asked for more information regarding Widening Participation implications of the proposed programme closures. The College of Arts, Humanities and Social Sciences noted that the School of Education made a significant contribution towards meeting the University's Widening Participation targets, but that there needed to be an increased contribution from other Schools in the College in order to diversify. The School of Education further noted that they had held discussions with Student Recruitment and Admissions regarding maintenance bursaries to support access to the PGDE Primary and the new MSc TLT programmes, and that these discussions were ongoing.

The paper was approved by the Committee as presented.

#### **4. Review of Support for Disabled Students – Changes to Assessment Regulations 2017/18 (CSPC 16/17 6E)**

Deputy Secretary Gavin Douglas presented this item. The proposals outlined in the paper were the result of recommendations from the recent Review of Support for Disabled Students. The Review recommended that learning adjustments, which are currently recommended by the Student Disability Service for implementation by Schools, should become mandatory requirements. In order to facilitate the transition to this change in approach, the following action would be taken:

- The Student Disability Service would have closer links to Schools, and there is a possibility of funding additional Disability Advisors, to enable the Service to spend

additional time gaining expertise in the assessment practices employed in specific Schools.

- Each School would pre-approve a list of standard adjustments which would be considered academically appropriate and could be implemented within their discipline.

The Committee approved the proposed changes to the Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees, subject to a slight amendment to the wording to state that the Student Disability Service “determined” which adjustments should be applied.

#### **5. Resits and Supplementary Assessments Guidance (CSPC 16/17 6A)**

The Committee deferred consideration of this agenda item to the next meeting of CSPC, having received apologies from members whose input would be most relevant to discussion.

#### **6. Taught Assessment Regulations 2017/18 and Postgraduate Assessment Regulations for Research Degrees 2017/18 (CSPC 16/17 6C & D)**

Dr Adam Bunni presented this item. The Committee noted the decision made in regards to the changes to the Assessment Regulations in light of the Review of Support for Disabled Students, and that these revisions would be made to the Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees.

The proposed revisions to the Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees for Academic Year 2017/18 were approved, subject to Academic Services correcting any identified typographical errors prior to their publication.

#### **7. Collaborative Provision: use of Edinburgh credits by other institutions (Closed CSPC 16/17 6F)**

Dr Adam Bunni presented this item. The University of Edinburgh had seen an emerging trend of institutions seeking ‘Academic Cooperation Agreements’, in which Partner institutions would advertise degrees which incorporated a chance to spend a period of time studying in Edinburgh. Students would normally begin study at their home institution, arrive in Edinburgh to complete a Masters, and return to their home institution to complete their programme.

The Committee was asked to consider whether such arrangements were academically appropriate, with the following points raised:

- The University’s contribution to these arrangements consisted of a standard MSc programme, which was conducted and awarded as normal, and the University had no involvement in the partner institution’s delivery of their programme;
- There was some uncertainty being regarding the use of University of Edinburgh credits by partner institutions on their return, with potential “double-counting” of credit;
- Due diligence was carried out in relation to all potential partner institutions to ensure that they were appropriate partners .

The Committee requested more information regarding examples of programmes operating on this basis, and agreed to return to consider this issue at a future meeting. In the meantime, proposals of this type would be considered on a case by case basis by the Virtual Collaborations Group.

**ACTION** – Academic Services to gather additional information regarding this issue for presentation to the Committee.

#### **8. Credit for Study Abroad: Final Report (CSPC 16/17 6G)**

Mr Stuart Fitzpatrick presented this item. The final report of the Credit for Study Abroad Task Group outlined what changes had been enacted in previous years as a result of the Task Group work, and a final set of recommendations from the Task Group.

The first recommendation of the Task Group report asked CSPC to approve the Edinburgh Global guidance on the process for creating new exchange agreements as University wide practice. The Committee approved this recommendation.

In regards to the second recommendation of the report, that work surrounding Exchange Co-ordinators be remitted to Edinburgh Global for completion in light of on-going Service Excellence Programme work relating to Study Away, it was noted that the work of the Study / Working Away strand of the Service Excellence Programme would likely now focus on refinements to the systems relating to student mobility, and not focus on Exchange Co-ordinators or support for students. The Committee agreed that it would be desirable to clarify where responsibility for this should lie, in light of this development.

**ACTION** –Professor Graeme Reid to discuss the scope of Service Excellence project work in this area with Mr Alan Brown.

**ACTION** – Dr Adam Bunni to contact Mr Thomas Ozers (Edinburgh Global) to discuss next steps in potential development of Exchange Co-ordinator roles.

The Convener thanked Professor Reid for his work in chairing the Credit for Study Abroad Task Group.

#### **9. Course Organiser Role Outline – Update (CSPC 16/17 6H)**

Mr Tom Ward spoke to the paper and informed the Committee that minor amendments had been made to the Course Organiser Role Outline guidance document, which took into account recent updates that had been made to academic processes within the University.

The Committee approved the paper, subject to some agreed minor amendments.

#### **10. Curriculum Framework documentation (CSPC 16/17 6I)**

Mr Tom Ward presented the paper, noting to the Committee that this paper proposed minor amendments to the Models for Degree Types and Framework for Curricula, ensuring that both documents were up to date, and requesting that a number of existing documents within the current Curriculum Framework documentation be archived.

The Committee approved the amendments to the Models for Degree Types and Framework for Curricula, and the archiving of the other named policies.

The Committee expressed a desire to develop a model for integrated PhD programmes. The Convener noted that this work would be best carried out by the Researcher Experience Committee (REC).

**ACTION-** Convener to discuss with Professor Jeremy Bradshaw, Convener of REC.

#### **11. Student Maternity and Family Leave Policy (CSPC 16/17 6J)**

Mr Stuart Fitzpatrick presented this item, which proposed changes to the Student Maternity and Family Leave Policy.

The Committee approved the policy, subject to minor amendments which the Committee recommended, including:

- Gender-neutral terminology should be used throughout;
- The policy should reinstate the original text regarding the University's commitment to provide space for breastfeeding.

#### **For Information and Formal Business**

#### **12. Student Discipline Committee (Closed CSPC 16/17 6K)**

The Committee approved the paper as presented.

#### **13. Student Appeal Committee and Student Fitness to Practise Appeal Committee Memberships 2017/18 (CSPC 16/17 6L)**

The Committee approved the paper as presented.

#### **14. Knowledge Strategy Committee Report (CSPC 16/17 6M)**

The Committee noted the contents of the Report.

#### **15. Service Excellence Programme (Verbal Update)**

Owing to the apologies received from Mr Alan Brown, there was no verbal update.

#### **16. Any Other Business**

The Convener thanked Dr Ewen Macpherson, who was at the end of his term as a co-opted member of CSPC. The Convener noted that Dr Juliette MacDonald would be a new co-opted member of CSPC.

The Convener thanked Mr John Lowrey, who was leaving the Committee and his role as Dean of Undergraduate Studies in the College of Arts, Humanities and Social Sciences at the end of this Academic Year, and Professor Pete Higgins, who was leaving the Committee and his role as Dean of Students in the College of Arts, Humanities and Social Sciences.

The Convener thanked Mr Alan Brown, who was leaving the Committee and his role as Associate Dean (Academic Progress) in the College of Arts, Humanities and Social Sciences.

The Convener thanked Mr Patrick Garratt, who was leaving the Committee, and the office of Vice President of Academic Affairs of Edinburgh University Students' Association.

The Convener noted that new members of CSPC for the upcoming Academic Year would be Dr Sabine Rolle, who was replacing Mr John Lowrey as Dean of Undergraduate Studies in the College of Arts, Humanities and Social Sciences, Dr Jeremy Crang, who was replacing Professor Pete Higgins as Dean of Students in the College of Arts, Humanities and Social Sciences, Dr Paul Norris, who was replacing Mr Alan Brown as Associate Dean (Academic Progress) in the College of Arts, Humanities and Social Sciences, and Ms Bobi Archer, who was replacing Mr Patrick Garratt in the now re-named sabbatical role of Vice President Education of Edinburgh University Students' Association.

#### **17. Date of Next Meeting**

The next meeting of the Senate Curriculum and Student Progression committee will take place on Thursday 21<sup>st</sup> September 2017 at 14:00 in the Board Room, Evolution House.

Stuart Fitzpatrick  
Academic Policy Officer  
7 June 2017



The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

**CSPC Membership and Terms of Reference 2017/18**

**Executive Summary**

This paper contains the CSPC membership list, and Terms of Reference for 2017/18.

**How does this align with the University/Committee's strategic plans and priorities?**

Aligns with strategic objective of Leadership in Learning.

**Action requested**

For information.

**How will any action agreed be implemented and communicated?**

The membership list and terms of reference are available on the Academic Services website at:

[www.ed.ac.uk/academic-services/committees/curriculum-student-progression/members](http://www.ed.ac.uk/academic-services/committees/curriculum-student-progression/members)

[www.ed.ac.uk/academic-services/committees/curriculum-student-progression/terms-reference](http://www.ed.ac.uk/academic-services/committees/curriculum-student-progression/terms-reference)

**Resource/Risk/Compliance**

1. **Resource implications (including staffing)** N/A
2. **Risk assessment** N/A
3. **Equality and Diversity** No major equality impacts
4. **Freedom of information** Open

**Originator of the paper**

Ailsa Taylor, Academic Services, 1 September 2017

Curriculum and Student Progression Committee (CSPC) Membership 2017/18

<b>Name</b>	<b>Position/School</b>	<b>Composition</b>	<b>Term of Office</b>
Professor Alan Murray	Assistant Principal, Academic Support	5.1 (Convener)	
Professor Graeme Reid (Vice-Convener)	Dean of Learning and Teaching (CSCE)	5.2 and 5.3 (Vice-Convener and College - academic governance and regulation)	
Dr Paul Norris	Associate Dean (Academic Progress), CAHSS	5.3 (College - academic governance and regulation)	
Dr Lisa Kendall	Head of Academic and Student Administration (CAHSS)	5.3 (College - academic governance and regulation)	
Ms Alexandra Laidlaw	Head of Academic Affairs (CSCE)	5.3 (College - academic governance and regulation)	
Dr Sheila Lodge	Head of Academic Administration (CMVM)	5.3 (College - academic governance and regulation)	
Professor Neil Turner	Dean of Undergraduate Learning and Teaching (CMVM)	5.3 (College - academic governance and regulation)	
Dr Jeremy Crang	Dean of Students (CAHSS)	5.4 (College - quality of student experience)	
Dr Geoff Pearson	Dean of Students (CMVM)	5.4 (College - quality of student experience)	
Dr Antony Maciocia	Dean of Students (CSCE)	5.4 (College - quality of student experience)	
Ms Bobi Archer	Vice President Education, Students' Association	5.5 (EUSA sabbatical officer)	Ex Officio
Ms Ellie Tudhope/Ms Claire Thomson	Senior Academic Adviser/Academic Adviser, Students' Association	5.6 (EUSA representative)	
Dr Neil Lent	Institute for Academic Development	5.7 (IAD representative)	Ex Officio
Dr Adam Bunni	Head of Governance and Regulatory Framework Team	5.8 (Academic Services)	Ex Officio

<b>Name</b>	<b>Position/School</b>	<b>Composition</b>	<b>Term of Office</b>
Mr Barry Neilson	Director of Student Systems	5.8 (University Secretary representative)	Ex Officio
Dr Juliette MacDonald	Edinburgh College of Art	5.9 (co-opted)	1 April 2017 - 31 March 2020
Ms Anne-Marie Scott	IS Learning, Teaching and Web	5.9 (co-opted)	1 August 2017 - 31 July 2020
Professor Susan Rhind	Assistant Principal, Assessment and Feedback	5.10	Ex Officio
Professor Lesley McAra	Assistant Principal, Community Relations	5.10	Ex Officio

**The University of Edinburgh**  
**Curriculum and Student Progression Committee**  
**Terms of Reference**

## **1. Purpose and Role**

- 1.1 The Curriculum and Student Progression Committee is responsible, on behalf of Senatus, for the academic regulatory framework apart from those aspects which are primarily parts of the Quality Assurance Framework.
- 1.2 The Committee is also the forum which oversees the process of maintaining and disseminating the regulations, and other guidance, in light of policy developments and changes in the internal and external environments.

## **2. Remit**

The remit of the Curriculum and Student Progression Committee is to:

- 2.1 Offer strategic advice on the University's portfolio of undergraduate and taught postgraduate programmes.
- 2.2 Oversee the development, maintenance and implementation of a fit for purpose regulatory framework which effectively supports and underpins the University's educational activities.
- 2.3 Examine the need for, and approve the simplification, development and review of any specific components of the regulatory framework in light of new innovations or specific trends, issues or problems.
- 2.4 Ensure that the academic regulatory framework continues to evolve in order to meet the organisational needs of the University, especially within the context of the designated powers and authority of the University and its Colleges and Schools.
- 2.5 Act with delegated authority from the Senatus on matters of student conduct and discipline<sup>1</sup>.

## **3. Governance**

- 3.1 The Committee will act with authority, as delegated by the Senatus, in order to take decisions regarding the regulatory framework for the University's educational activities.
- 3.2 In taking forward its remit, the Committee will support and encourage diversity and variation where this is beneficial, whilst seeking consistency and common approaches, where these are in the best interests of staff and students.
- 3.3 The Committee will report direct to the Senatus as necessary, but at least annually.
- 3.4 The Committee will liaise with relevant Court Committees and with specific managers and offices in respect of issues or instances where matters of academic policy intersect with management issues.
- 3.5 The Committee will identify and agree the ways in which it will periodically interact and exchange information with relevant committees and academic and student services in matters relating to the academic regulatory framework.

## **4. Operation**

- 4.1 The Committee will meet at least four times per annum. The Committee will also interact electronically, as is necessary for its business to be effectively progressed. The Convener of the Committee may approve items by Convener's Action between meetings. The Convener is advised

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<sup>1</sup> This responsibility came into effect on 1 January 2014 when the Standing Commission on Discipline was dissolved.

on such decisions by the secretariat of the Committee and/or the academic governance member. This advice draws on previous Committee decisions and on issues agreed in principle with delegated authority granted to the Committee Convener, while ensuring the maintenance of academic standards and the appropriate consistency of treatment of students.

- 4.2 The Committee may also meet electronically to note formal items or items which are not considered to be of strategic importance.
- 4.3 The Committee will follow a strategic agenda which is set prior to the start of the academic year and which is agreed through consultation with Senatus, the Conveners of the other Senatus Committees, and other relevant members of the University community.
- 4.4 The Convener, or Vice-Convener will have delegated authority, on behalf of the Committee, to make decisions on student concession cases, and this business may be conducted electronically where appropriate.
- 4.5 Limited life task groups and working groups will take forward as relevant the detailed examination of, and consultation on, the strategic issues which make up the majority of the Committee's work.
- 4.6 Any task or working groups will be given a clear brief and will consult as appropriate during their work in order to ensure the confidence of the Committee, the Senatus, and the wider University Community in the resulting conclusions and recommendations.
- 4.7 Information on any activities will be made available electronically to ensure that members of the University community are kept informed and can contribute to specific developments.
- 4.8 Agenda, papers and approved minutes will be published on the University's web pages in accordance with the University's agreed publication scheme and the status of the above listed in respect of freedom of information legislation. This will include details of the membership of the Committee.
- 4.9 The University Secretary or his/her nominee will be responsible for ensuring the provision of secretariat support for the Committee.
- 4.10 The Conveners of the other Senatus Committees shall receive papers for the Committee and can attend any of the meetings.

## **5. Composition**

- 5.1 The Committee will be convened by the Assistant Principal, Academic Support.
- 5.2 Before the first annual meeting the Committee shall identify a Vice-Convener for the Committee from amongst its membership. The Vice-Convener should serve for a period of at least one year.
- 5.3 The Colleges will each identify up to two senior members of staff within the College who have responsibility for academic governance and regulation.
- 5.4 The Colleges will each identify a senior member of staff within the College who has responsibility for maintaining and enhancing the quality of the student experience.
- 5.5 An Edinburgh University Students Association (EUSA) sabbatical officer will be an ex officio member of the Committee.
- 5.6 The Edinburgh University Students' Association will provide a relevant nominee for the Committee.
- 5.7 A member of staff of the Institute for Academic Development (IAD) will be an ex officio member of the Committee.
- 5.8 The University Secretary or his/her nominee will be an ex officio member of the Committee. The University Secretary or his/her nominee will also identify a member of staff from Academic Services to act as the expert academic governance member of the Committee.

- 5.9 Up to five additional members may be co-opted onto the Committee by the Convener depending on the expertise required. Co-opted members will normally serve a three year term.
- 5.10 The Assistant Principal, Assessment and Feedback and the Assistant Principal, Community Relations will be ex officio members of the Committee.
- 5.11 The Convener may invite individuals by invitation for specific meetings or agenda items.
- 5.12 Substitutions of members (i.e. due to an inability to attend) will be at the discretion of the Convener of the Committee.

## **6. Responsibilities and Expectations of Committee Members**

- 6.1 Members are expected to be collegial and constructive in approach.
- 6.2 Members should attend regularly and participate fully in the work of the Committee and its task/working groups. This will involve looking ahead and consulting/gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
- 6.3 Members will need to take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 6.4 Members are expected to be committed to communicating the work of the Committee to the wider University community.

Version 11, 1 August 2017

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Resits and Supplementary Assessments Guidance**

### **Executive Summary**

CSPC approved the introduction of guidance on Resits and Supplementary Assessments in June 2014; this was the culmination of the work of a task group which aimed to reduce the University's dependence on the August resit diet. The guidance related chiefly to the scheduling of resit assessment for non-Honours undergraduate students. The guidance is scheduled for review during the current session. This paper outlines key principles of the guidance, and provides information regarding the implementation of the guidance since its publication.

### **How does this align with the University / Committee's strategic plans and priorities?**

The review of the guidance aligns with the Committee's priority of good housekeeping.

### **Action requested**

CSPC is invited to decide whether to retain the guidance in its current, or an amended form.

### **How will any action agreed be implemented and communicated?**

Any change to the guidance will be communicated to Schools by Academic Services in the annual email regarding new and updated policies, and at relevant College briefing events.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The existing Overseas Examination Service presents resource implications for Student Administration, in supporting the service, and for Schools, in preparing examination papers for sending overseas. Should all Schools be required to offer students the service, this would have implications for those Schools not currently offering this, and the overall volume of requests handled by Student Administration.

#### **2. Risk assessment**

No risks have been identified.

#### **3. Equality and Diversity**

Many undergraduate students leave Edinburgh during the summer vacation to return home. For those students who are based outside of the UK, the cost and difficulty of returning to Edinburgh in August will be greater than for their Scotland or UK-based counterparts.

#### **4. Freedom of information**

*The paper is open.*

### **Originator of the paper**

Dr Adam Bunni, Head of Governance and Regulatory Team, Academic Services, 15<sup>th</sup> May 2017

## Resits and Supplementary Assessments Guidance

### 1. Background

CSPC approved the introduction of guidance on Resits and Supplementary Assessments (Appendix 1) in June 2014; this was the culmination of the work of a task group which aimed to reduce the University's dependence on the August resit diet. The guidance relates chiefly to the scheduling of resit assessment for non-Honours undergraduate students.

The guidance is scheduled for review during the current session. This paper outlines the key principles of the guidance, and provides information regarding the implementation of the guidance since its publication.

**CSPC is asked to consider whether it wishes to reaffirm its commitment to the principles set out in the guidance, revise the guidance, or remove it.**

### 2. Use of the August Diet

Usage of the August diet has continued to increase since the guidance was introduced:

	August Resits Sitting	August Resits Students	August Resits Exams
2013	5216	2584	586
2014	5883	2653	606
2015	5749	2726	605
2016	6301	2860	576

These figures include not only non-Honours undergraduate students taking resits, but also non-Honours and Honours undergraduate students (and potentially postgraduate taught students) who have been offered the opportunity to resit an examination as a first attempt due to special circumstances. Although the overall number of different examinations offered in the August diet has reduced slightly since 2014, the number of sittings, and of students taking resits, have increased by 7% and 8% respectively.

### 3. The Guidance: Principles

The guidance focuses on encouraging Schools to take several key actions in their approach to resit assessment.

#### a) Timing of resit assessment for Semester 1 courses (Actions 1 and 3)

The guidance suggests that:

- Schools should offer resit assessment for failed Semester 1 coursework during Semester 2;
- Resit assessment for examinations taken in Semester 1 should be offered in the Semester 2 examination diet;
- Should a student fail their resit in the Semester 2 diet, they should undertake up to a further two attempts at assessment in the subsequent year, following the same pattern;
- Failure in Semester 2 courses (coursework or examinations) should be addressed in the August resit diet.

Feedback from Schools indicates that none are taking the approach of offering resits for Semester 1 examinations in the Semester 2 diet. A few Schools, such as Business, adopted this approach initially, but have since moved away from it.



A small number of Schools offer resits for failed Semester 1 coursework during Semester 2.

A recent CSPC paper (CSPC 16/17 4 A) highlighted the fact that around 25% of undergraduate courses held in Semester 1 do not issue final results until Boards of Examiners are held at the end of Semester 2; for these courses, Schools will have been unable to apply the approach to resits set out in the guidance. However, at its March 2017 meeting, CSPC reiterated its commitment to Schools providing ratified results for Semester 1 courses following the end of Semester 1 wherever possible.

**CSPC is requested to consider whether it wishes to reaffirm its commitment to the approach to scheduling of resits set out in the guidance.** Should CSPC wish to do this, it may wish to consider whether any action should be taken to encourage Schools to adopt this approach where possible.

**b) Use of alternative methods of assessment for resits (Action 2)**

The Resits and Supplementary Assessments Task Group was keen to pursue the possibility of students being offered the opportunity to undertake repeat assessments which focused on any learning outcomes they had failed to achieve at the first attempt. The guidance, therefore, advised Schools to consider whether an alternative method of assessment could be used at reassessment to focus on any failed learning outcomes.

The Taught Assessment Regulations (27.11) state that Boards of Examiners may use alternative methods of assessment for resits:

“Resit methods need not be the same as those used to assess the learning outcomes at the first attempt, but all relevant learning outcomes must be assessed.”

**CSPC is requested to consider whether the content of this Action is adequately covered by the Taught Assessment Regulations, or should be retained in the guidance.**

**c) Overseas Examination Service (Action 4)**

The guidance refers to the potential for students to undertake some written examinations offered during the August resit diet outwith the UK at a British Council office, through the Overseas Examination Service, which is provided by Student Administration. Information regarding usage of the service is provided in the table below:

Year	Non-UK students requiring resits	Requesting Overseas Exams (% non-UK students)	Student with overseas exams arranged		
			Number	% total non-UK	% requesting
2014	872	211 (24%)	71	8%	34%
2015	867	149 (17%)	92	11%	62%
2016	853	129 (15%)	101	12%	78%

Although the number of requests from students to sit exams overseas has declined, the number of students actually making use of the service has increased.

Academic Services sought feedback from Student Administration and Edinburgh Global regarding the service; this is summarised below. Data and reflections on usage of the service offered by Student Administration are provided in Appendix 2.

i. Advantages of the service

- Most international undergraduate students return home during the summer vacation. The service saves students the cost of travel to Edinburgh, which can be prohibitive during the August Festival period.
- It can also be extremely difficult for students to find accommodation in Edinburgh during the August Festival period.

Benchmarking within the sector indicates that a considerable majority of Russell Group institutions offer overseas students the opportunity to sit summer resit examinations abroad (usually at a British Council office or approved institution).

ii. Limitations of the service

- Some Schools have opted out altogether from the use of the service, citing various reasons for this, including: practical examinations; PSRB requirements; the need for synchronisation between on- and off-campus examinations; the administrative burden associated with the service; however, some Schools have indicated that they would be willing to offer the service if Student Administration rules about when it could be offered were changed.
- British Council offices have limited opening hours; this impacts upon the ability to run examinations synchronously on- and off-campus, taking account of the impact of time zones.
- British Council offices are not available in the USA and Canada; the service therefore relies on students finding an appropriate host university in these countries.
- Schools are required to prepare resit papers earlier than they otherwise might for students using the service.
- Student Administration regard management of the service as labour-intensive, and have not received any additional resource to support it.
- Student Administration cite the fact that the service was initially offered as part of wider efforts to reduce the volume of August resits, but that this goal has not been achieved.

**CSPC is requested to determine whether or not it wishes to reaffirm its commitment to offering the Overseas Examination Service.**

Should CSPC support the continuation of the service, it may wish to consider whether any action should be taken to ensure that Schools which refuse to offer the service have good grounds for doing so. Continuing to offer the service is not, however, contingent upon retaining the Resits and Supplementary Assessments Guidance, should the Committee decide to remove the guidance.

**d) Key dates; School reports (Actions 5 and 6)**

The guidance refers to a key dates timeline for entry of assessment data into EUCLID, which would be published by Student Systems; it also refers to reports which Student Systems would provide to Schools regarding the status of individual students to assist them in

confirming progression decisions. These Actions have been subsumed by the work undertaken on the Assessment and Progression Tools since the guidance was published.

**CSPC is requested to agree to remove these Actions from the guidance, should the Committee decide to retain the guidance as a whole.**

**31<sup>st</sup> August 2017**



## Appendix 1

# Resits and Supplementary Assessment Guidance

### Purpose of Guidance

The University aims to reduce dependency upon the need for a centrally scheduled resit examination diet in August of each year and to consider alternatives to resit examination. Students must be provided with appropriate opportunities to address failure. This guidance document outlines options for Schools and Student Systems. The information provided in guidance is not mandatory.

### Scope: Guidance is not Mandatory

The guidance applies to staff who prepare resits and supplementary assessments for students who have failed or been unable to take assessments.

<b>Contact Officer</b>	Ailsa Taylor	Academic Policy Officer	<a href="mailto:ailsa.taylor@ed.ac.uk">ailsa.taylor@ed.ac.uk</a>
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### Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	5.6.14	1.8.14	13.06.14	n/a	2016/17
<b>Approving authority</b>	Curriculum and Student Progression Committee (CSPC)				
<b>Consultation undertaken</b>	via Curriculum and Student Progression Committee (CSPC)				
<b>Role responsible for guidance maintenance &amp; review</b>	Academic Services and Student Systems				
<b>Related policies, procedures, guidelines &amp; regulations</b>	Taught Assessment Regulations <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF">www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF</a> Informing Taught Students of their Final Programme Course and Progression Results <a href="http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/InformingTaughtStudentsoftheirFinalProgrammeCourseandProgressionResults.pdf">www.docs.sasg.ed.ac.uk/AcademicServices/Policies/InformingTaughtStudentsoftheirFinalProgrammeCourseandProgressionResults.pdf</a>				
<b>UK Quality Code</b>	UK Quality Code for Higher Education – Chapter B6: Assessment of students and the recognition of prior learning <a href="http://www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-b6.aspx">http://www.qaa.ac.uk/publications/informationandguidance/pages/quality-code-b6.aspx</a>				
<b>Guidance superseded by this guidance</b>	n/a				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
<b>Keywords</b>	resit, assessment, regulation, overseas examinations, supplementary assessment				



## Appendix 1 Resits and Supplementary Assessment Guidance

The guidance covers four broad categories:

1. The alignment of learning outcomes to individual assessment tasks: the potential to focus the supplementary assessment/resit on the specific learning outcomes that were not achieved at the first sit/submission
2. The option to provide supplementary assessment/retake opportunities within the academic year
3. The ability for students to undertake invigilated or online examinations off campus
4. Implications for Student Systems

### **Action 1: The option to provide supplementary assessment/retake opportunities within the academic year**

- 1.1** Failure of summative assessment in semester 1: Where the assessment is set as coursework and a student has failed the summative assessment for semester 1, an opportunity for resubmission or a reassessment opportunity, which may use a different assessment method, should be provided in semester 2.
- 1.2** Failure of summative assessment by examination in semester 1 : Where a semester 1 assessment is set as an examination and the student has failed, the first resit opportunity by examination should occur in the semester 2 examination diet.

#### **Additional guidance:**

- 1a** It is for Schools to decide the most appropriate time for the resubmission or reassessment to occur, but the assumption is that around mid-semester 2 would be appropriate, having provided the student with academic guidance and an opportunity to undertake additional work in the interim. A resubmission or a revised piece of assessed work, rather than a reassessment, may be permitted where only minor changes are required.
- 1b** If there is a summative assessment in semester 1, then Schools must hold Boards of Examiner meetings early in semester 2. External Examiners would be expected to participate but this does not necessarily need to be “in person”.
- 1c** Where possible, the nature and design of the supplementary assessment should enable the student to focus on specific areas of failure.
- 1d** There will be some courses where an opportunity to retake the course using the same assessment method may need to be provided, for example where lab work is required. Students need to be made aware of this at the outset, at the start of the course. Such courses may not be able to provide a resit opportunity in semester 2.

### **Action 2: Consideration of an alternative method of assessment where the student has failed**



## Appendix 1 Resits and Supplementary Assessment Guidance

Where the student has failed, the School should evaluate the nature of the learning outcomes failed and consider whether an alternative method of assessment could be used.

### Additional guidance:

- 2a This option will apply unless there are Professional, Statutory and Regulatory Body (PSRB) requirements to use examination as the only form of assessment.
- 2b Where coursework is deemed suitable Schools are invited to then follow the guidance in Action 1.

### Action 3: Taking a consistent approach to the scheduling of resit attempts

Taking a consistent approach to scheduling of resit attempts and the opportunity to retake courses where needed, is beneficial for the student. The following table outlines this approach, listing the maximum number of assessment attempts\*. It also allows for retaking the course for the third attempt. The Curriculum and Student Progression Committee (CSPC) considered that after two failures then more support will be needed by students. Schools will also be expected to provide information to students about the guidance available to them when taking additional assessment attempts.

	Attempt 1	Attempt 2	Attempt 3	Attempt 4
<b>Semester 1 course</b>	Course taken Semester 1 diet	Resit Semester 2 diet	Course taken Semester 1 diet	Resit Semester 2 diet
<b>Semester 2 course</b>	Course taken Semester 2 diet	Resit August resit diet	Course taken Semester 2 diet	Resit August resit diet

\*NB: The number of resits permitted in programmes where there are professional, statutory or regulatory body requirements may be limited to fewer than the maximum permitted. In addition, students who are subject to immigration control may have restrictions as a result of conditions of their visa which supersede academic regulations.

### Action 4: The ability for students to undertake invigilated or online examinations off campus

Student Administration offers an Overseas Examination Service whereby some written examinations sat during the August diet (resits and/or first sits) can be sat out-with the UK.

### Additional guidance:

- 4a The service makes arrangements with the British Council for the exam(s) to be sat simultaneously with the exam(s) held in Edinburgh. The exam(s) is held at a relevant British Council office and invigilated by British Council staff. The exam paper is securely delivered to the British Council and the completed script is couriered back to Edinburgh. In addition, Visiting Students are now able to sit exams at their home institution (with the home university's agreement). Additional information is available from Student Administration at:  
<http://www.ed.ac.uk/schools-departments/student-administration/exams/oes>



## Appendix 1 Resits and Supplementary Assessment Guidance

### Action 5: Key dates timeline

A key dates timeline will be established by Student Systems to ensure that all Schools have completed all assessment data entry in EUCLID at a specified point.

**Additional guidance:**

5a For further information please contact Mr Barry Neilson, Director of Student Systems:  
[barry.neilson@ed.ac.uk](mailto:barry.neilson@ed.ac.uk)

### Action 6: Provision of a status report to Schools

Each School will be provided with a status report by Student Systems for each of the students for whom they are responsible for the purpose of confirming progression, credit achieved and credit deficit, special circumstances and, where applicable, the agreed course of action for each student.

**Additional guidance:**

6a Student Systems are taking this work forward. For further information please contact Mr Barry Neilson, Director of Student Systems: [barry.neilson@ed.ac.uk](mailto:barry.neilson@ed.ac.uk)

**5 June 2014**

## Appendix 2

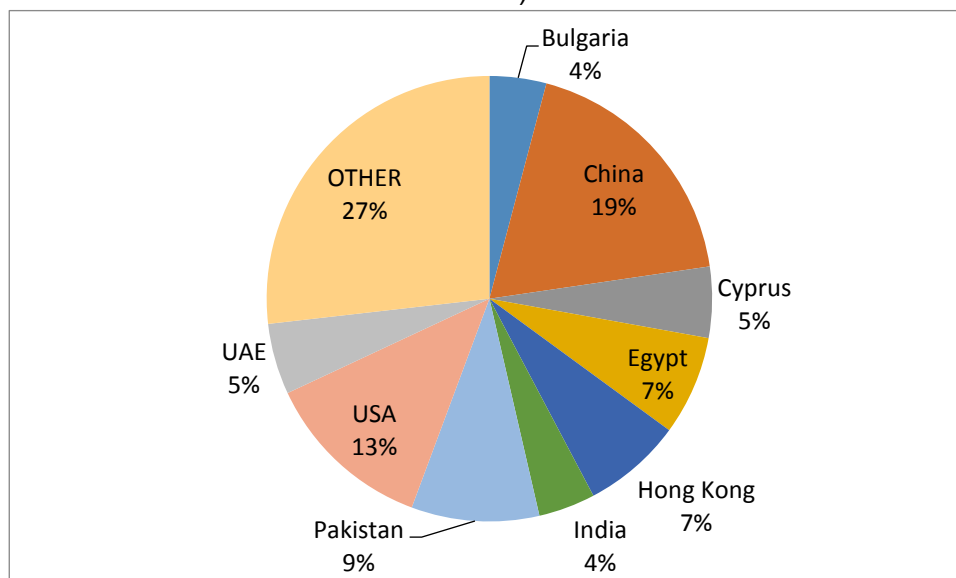
### Feedback from Student Systems regarding Overseas Examination Service

#### SERVICE USAGE

- Overseas exams accounts for 3-4% of all resits sat.
- Statistics for the 3 years the service has been offered: average of 10% of the international students requiring a resit have an exam arranged overseas.

Year	Non-UK students requiring resits	Requesting Overseas Exams (% non-UK students)	Student with overseas exams arranged		
			Number	% total non-UK	% requesting
2014	872	211 (24%)	71	8%	34%
2015	867	149 (17%)	92	11%	62%
2016	853	129 (15%)	101	12%	78%

- Exams have been arranged in a wide range of countries (via British Council offices or universities in the case of USA/Canada):



#### SCHOOLS OPTING OUT

- Since 2014 the following Schools have decided not to offer the opportunity for students to sit overseas:
  - School of Economics
  - Medicine: MBChB programmes
  - Business School
  - School of Law
  - Vets: Not all BVM&S exams can be taken abroad.
  - Informatics: several programming exams are unable to offer overseas
- Reasons vary: practical exams, professional exams, strict demands for synchronisation which can't be met, and administrative burden.
- There is an inconsistency in approach with those who do offer with some insisting on strict synchronisation and some offering considerable latitude in the timing of the exams.



## Appendix 2

### LIMITATIONS OF SERVICE

- The service is only available for resit exams during the August diet.
- An exam is offered overseas only with the agreement of the relevant School.
- The service is offered via British Councils. British Councils are not available in USA and Canada therefore we rely on the student finding an appropriate local University.
- The service faces limitations on availability in some unstable regions.
- The service is reliant on the opening hours of the British Council offices which can present limitations in terms of synchronisation and local closures due to holidays.
- Exam papers are required earlier than the usual timeframe.

### RESOURCE IMPLICATIONS

- The service is offered at a fee of £100 per exam which covers arrangement costs (including courier and British Council costs).
- No additional resources were allocated to Student Administration to run this service and the work subsumed into the existing examinations team (3xFTE).
- There are also resource implications within Schools in releasing papers early, receiving and managing scripts out-with the normal run of exam scripts etc.

### FEEDBACK

- The service was initially viewed as an interim solution resulting from the Resits Working Group to tackle the challenges offered by resits in general. The implementation of other measures from other strands of the group would have in theory reduced the need for the service by reducing the overall reliance on resit exams. This has not come to fruition.
- Student Administration recommends the offering of the service is reviewed in terms of: the low level of demand; the inequities in terms of the eligibility of students based on Schools which agree to the service or not; and the administrative burden placed on Schools and Student Administration to deliver a service to only 4% of all those taking exams. If the service is to be continued the resource required to continue the delivery may be required to be also reviewed.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Guidance on moderation**

### **Executive Summary**

The paper sets out draft guidance on moderation of taught assessment. The guidance is designed to complement the revised Taught Assessment Regulation on moderation, and to replace the guidance provided within the Principles for Internal Moderation of Taught Assessment.

### **How does this align with the University / Committee's strategic plans and priorities?**

Aligns with the strategic goal of leadership in learning.

### **Action requested**

For approval

### **How will any action agreed be implemented and communicated?**

The Institute for Academic Development (IAD) will publish the guidance on its webpages. Academic Services will email School Directors of Teaching and Teaching Administrators to bring the guidance to their attention, and will also highlight it in the next edition of the Senate Committees' Newsletter.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The operation of moderation activities, including approaches covered by the guidance, involves staffing input. However, since Schools should already have appropriate and proportionate moderation arrangements in place for all summative assessment, and the guidance is non-mandatory, the guidance should not lead to any significant new resource implications for Schools.

#### **2. Risk assessment**

Appropriate moderation arrangements are designed to manage risks associated with the operation of assessment arrangements.

#### **3. Equality and Diversity**

Moderation assures that an assessment outcome is fair, valid and reliable, and that assessment criteria have been applied consistently. Appropriate moderation arrangements should therefore promote positive equality and diversity outcomes by assisting the University to avoid any risk of discriminatory assessment practices.

The guidance is non-mandatory, and therefore will not require Schools to make any changes to their practices. While the guidance could nonetheless lead to changes in some Schools, and such changes (e.g. to sample sizes for moderation) are extremely unlikely to raise any equality issues. It is therefore not necessary to undertake a formal Equality Impact Assessment.

#### **4. Freedom of information**

The paper is open.

#### **Originator of the paper**

Professor Susan Rhind, Assistant Principal (Assessment and Feedback), with input from Dr Neil Lent (Institute for Academic Development) and Tom Ward (Academic Services), 6 September 2017

## **Guidance on Moderation**

At its 17 March 2016 meeting, the Committee agreed to launch a review of the University's Moderation Policy, with a view to:

- Simplifying University-level documentation; and
- Exploring the potential for Institute for Academic Development (IAD) information and resources on moderation.

At its meeting in March 2017, the Committee discussed the report of this review and approved the recommendations, which included amendments to the Taught Assessment Regulations, and developing new Institute for Academic Development (IAD) information and resources on moderation. The regulatory changes have been incorporated into the 2017-18 Taught Assessment Regulations (see Annex A). The Assistant Principal (Assessment and Feedback) has now worked with IAD and Academic Services, and in consultation with the Assessment and Feedback Enhancement Group (a task-group of the Senate Learning and Teaching Committee) to develop the attached guidance.

### **Key points to note in relation to the guidance**

- Overall, the review of moderation had found that, while there are no grounds to consider major changes to the University's current approach to policy regarding moderation at this stage, there are grounds to clarify some key aspects of existing policy and to provide enhanced guidance to encourage Schools to move towards more standardised practices. The proposed guidance is aligned with these findings, in that it is more detailed than the old Principles of Internal Moderation of Taught Assessment document, while not being as detailed or prescriptive as some institutions' documents. In addition, the guidance is advisory rather than mandatory.
- The draft guidance recommends a particular approach to defining sample sizes for sampled second marking (A sample size of 10% of the total number of assignments, with a minimum sample of ten assignments and a maximum sample of fifty, including examples of fails, and assignments on each grade borderlines). This position is broadly in line with other institutions, which typically recommend a minimum sample size either of 10%-20% or the square root, with a minimum of 10 individual assignments.
- The review had identified some specific issues that the guidance should address – how to: Double-mark; reach agreement on the final marks to be awarded when there is disagreement between the maker and moderator; moderate forms of assessment that do not involve the production of physical evidence, such as performance or presentation; select an appropriate sample size when undertaking sample-based moderation (e.g. whether to review all fails and 'borderline' candidates); and moderate across related courses. The guidance addresses all these issues.
- The review recommended that the University emphasises to Schools that the University only requires double-marking for single items of 40 credits or more, and that, in order to make efficient use of staff time and to allow for prompt feedback to students, Schools are discouraged from double-marking in other situations. The guidance highlights this issue.

### **For discussion**

The Committee is invited to discuss and approve the guidance, which will be published as soon as possible.

## **Extract from Taught Assessment Regulations 2017-18**

### **Regulation 31 Moderation and standard-setting**

The marking of all components of assessment must be subject to moderation in a way that is appropriate to the discipline, the nature of the assessment, and the credit weighting of the component of assessment. Boards of Examiners can apply standard-setting processes to the marks of assessments, provided that the choice of standard-setting methodology is defensible.

#### **Application of the regulation**

31.1 Moderation occurs before External Examiners review the operation of the marking and internal moderation process. Forms of moderation include sampled second marking, double-marking, and checking the operation of computer-based assessment. Any single item of assessment which is equivalent to 40 credits or more must be double marked.

31.2 Moderation may result in recommended mark or grade adjustments and associated changes to feedback. No changes can be made to marking without the original marker's knowledge. Where possible, any changes should take place in discussion with the original marker.

31.3 Records of the operation of the occurrence and the outcome of the moderation processes must be kept. Records must show the rationale for decisions taken, including any decision that marks or grades should not be altered.

31.4 Boards of Examiners are responsible for determining the form of moderation for each component of assessment, and for ensuring the appropriate operation of moderation processes. Course Organisers are responsible for the organisation and supervising of the marking and moderation processes for their courses' assessments.

31.5 Boards of Examiners are responsible for reviewing marking and moderation arrangements, and the outcomes of students' assessments, across related courses (for example, Honours level courses in a subject area) in order to ensure that assessment criteria have been applied consistently.

31.6 Standard-setting is the process whereby decisions are made about boundaries or 'cut-points' between the marks or grades of candidates. Any standard-setting process must aim to ensure that students' results reflect the learning outcomes they have achieved and that the assessment is fair. Standards can be relative or norm-referenced (taking account the performance of candidates), absolute (defining minimum levels of competence) or a compromise between these two approaches.

31.7 Schools need to state what practice each course uses for internal moderation, and (where relevant) the methods of standard-setting, in the Statement of Assessment (see Regulation 14).

31.8 Resources and publications are available from the Institute for Academic Development: [www.ed.ac.uk/iad](http://www.ed.ac.uk/iad)

## **Guidance on moderation for approval**

### **What is moderation?**

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (eg mark and / or grade) is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. In the context of more objectively marked work, moderation may take the form of procedural checking rather than academic judgement. Moderation occurs before External Examiners review the operation of the marking and internal moderation process.

### **When is moderation required?**

Moderation is required for all components of summative assessment, irrespective of the level of the work or the credit weighting of the assessments. University of Edinburgh regulations for moderation are flexible and recognise that moderation should be appropriate to the subject area, the type of work being produced, and the credit weighting of the work. Moderation is not required for assessment that is purely formative (ie the result does not contribute to the overall result for the course), although it is good practice to operate processes to ensure consistency of marking and feedback of formative assessment.

### **University regulations on moderation**

This guidance is intended to assist staff to meet the University's regulations on moderation, which are set out in regulation 31 of the Taught Assessment Regulations:

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

### **Who is responsible for organising and supervising moderation?**

The Board of Examiners is responsible for determining the form of moderation for each component of assessment, and for ensuring the appropriate operation of moderation processes.

Course Organisers are responsible for organising and supervising the moderation processes for the assessments for their courses.

The Course Organiser appoints one or more member(s) of academic staff (a 'moderator') to undertake the moderation activities for each assessment. The moderator should not be a first marker for the assessment.

### **Ensuring markers and moderators understand the moderation arrangements**

It is good practice for the Course Organiser to meet with those involved in the marking and moderation process in advance of marking to ensure everyone understands how the processes will operate, who is responsible for which aspects of the process, and to arrive at a shared understanding of how the criteria should be applied. Where it is not practicable to meet, for example because some of those involved in the marking and moderation processes are physically remote, it can be valuable to discuss these issues by correspondence.

Markers and moderators should aim to reach a consensus regarding marks and grades. The Course Organiser should however communicate to markers the process for resolving any disagreements. Where appropriate, the moderation may also include moderation of feedback to students.

### **Methods of moderation**

There are two main methods of moderation – Sampled Second Marking, and Double Marking.

The University requires Schools to Double Mark any single item of assessment equivalent to 40 credits or more. Unless their professional bodies require it, Schools are encouraged to use Sampled Second-Marking rather than Double Marking for smaller items of assessment, since the staff time involved in Double Marking will usually outweigh any benefits.

### **1. Sampled Second Marking**

Sampled Second Marking involves one or more first markers marking all students' assignments for a component of assessment, and a moderator reviewing these marks for a specified proportion of students' assignments.

The Course Organiser should determine and state the proportion and minimum number of assignments to include in the sample in advance, taking account of advice from their Board of Examiners and the information that the School has provided students on the course / programme regarding moderation processes. A minimum sample size of 10% of the total number of assignments (no less than ten assignments), and a maximum sample of 50 assignments is recommended. The sample should include examples of fails, and assignments on each grade borderline (ie 2% above or below the grade boundary). Where the marking has been conducted by a team of first markers, the sample should include assessments marked by each of the first markers.

The moderator should review the first markers' marks and comments for the sample, and check that marking for the sample is consistent with the relevant common marking scheme, grade descriptors and marking criteria. If a team of first markers is involved, the moderator should also check that they are all taking a consistent approach. If the moderator is not satisfied that the marks are appropriate, they should discuss them with the marker(s) concerned and then make any necessary adjustments to the marks and associated feedback. Where the moderator identifies a systematic issue regarding the marking, any adjustments or remarking should be applied to all relevant students (eg all the students who attempted the assessment, or all the students marked by a particular marker), not just those in the moderation sample.

### **2. Double Marking**

Double Marking involves a first marker (or team or first markers) and the moderator (second marker) marking all students' work. There are two types of double-marking – Blind Double Marking, and Second Marking (Non Blind Double Marking).

#### **a. Blind Double Marking**

This involves the first marker(s) and moderator independently marking all students' work – so that the first marker(s) marks and feedback are not available to the moderator, and vice versa. The first marker(s) and moderator then discuss any discrepancies between their marks and agree a final single mark. The marker(s) and moderator can average their own marks to assist them to agree a single final mark. Averaging should however only be used if there is a difference of no more than 5% between the first marker's and moderator's marks.

#### **b. Second Marking (Non Blind Double Marking)**

This is where a first marker (or team of first markers) marks the work and produces feedback. The work is then passed to the moderator (second marker) who looks at the work and the first marker's proposed marks and feedback. If they are in agreement about the mark and feedback, then moderation ends. If not, the first marker(s) and moderator would discuss the work and try to reach a consensus decision regarding the mark, using the same options available for Blind Double Marking.

### **Moderation where marking schemes are highly structured and objective**

In the context of more objectively marked work, moderation may take the form of procedural checking rather than academic judgement. The degree of checking should be proportionate to the weighting of the assessment.

### **Checking computer marking**

Where marking is undertaken by computers (for example, for Multiple Choice Questions), the Course Organiser should put manual checks in place to confirm that the software is functioning correctly. Item analysis statistics should also be reviewed to check for any anomalies e.g. mis-keyed correct answer.

### **Moderation where assignments are not physical products**

In cases where assessment does not involve production of written work or other physical artefacts (e.g. assessment of presentations, performances, laboratory or other practical performance), moderation should be incorporated by the moderator either being present at the time that the assessment is observed or by having access to an audio or video recording of the event. Where this is not possible, the moderator should review the marker's record of having assessed the students' performance against the assessment criteria.

### **Moderating across related courses**

Boards of Examiners are responsible for reviewing marking and moderation arrangements, and the outcomes of students' assessments, across related courses (for example, Honours level courses in a subject area) in order to ensure that assessment criteria have been applied consistently. For example, a Board of Examiners could review mark profiles for courses with similar components of assessment and similar student cohorts. In the event that apparently similar courses lead to substantially different mark profiles, the Board of Examiners should investigate whether the differences are justified. If any differences in mark profiles are not justified, the Board should consider remarking the relevant course.

### **What to do in the event of disagreement between the marker(s) and moderator**

Averaging may be used if there is a difference of no more than 5% between the first marker's and moderator's marks. In the event that the marker(s) and moderator are not able to agree final marks, the Course Organiser would identify a second moderator to independently review the relevant assessments and the first marker's and moderators' marks and comments, and to seek to resolve the disagreement (and, if necessary, to determine appropriate outcomes for the assessments). Where it is necessary for a second moderator to resolve disagreements, the School should include the relevant assessments and information regarding the moderation process and resolution in the sample seen by the External Examiner, so that the External Examiner can comment on how these processes operated. External Examiners should not normally be asked to intervene in resolving individual cases in the event of markers and moderators disagreeing.

### **Moderation when tutors and demonstrators are involved**

Typically, Course Organisers will organise more robust moderation processes when marking is undertaken by tutors and demonstrators, for example by having a larger sample than would normally be the case. Face to face sessions should be scheduled to ensure a shared understanding of how the criteria should be applied.

### **Maintaining records of the moderation process**

It is important for Schools to maintain records that show how the moderation process has operated, including showing the rationale for decisions in relation to individual marks / grades, including any decisions that marks or grades should not be altered. For example, some Schools use moderation forms to provide a record. *[see Appendix for example]*



The Course Organiser is responsible for ensuring the appropriate arrangements are in place to record the moderation process.

After the moderation and Board of Examiner processes have concluded, the School should delete the records in line with the University's retention schedule.

Professor Susan Rhind, Assistant Principal (Assessment and Feedback), with input from Dr Neil Lent (Institute for Academic Development) and Tom Ward (Academic Services), 6 September 2017



The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Authorised Interruption of Study – Proposal for a University-wide Policy**

### **Executive Summary**

During the recent review of support for disabled students, it was noted that the University only has guidance in place in relation to Authorised Interruption of Studies at postgraduate research level. The review panel highlighted that there is currently no formal mechanism for taught students to request an interruption of studies. As a result, the panel recommended that the University develops a policy for Authorised Interruption of Studies which encompasses both taught and research students.

This paper outlines a proposal for the development of a University-wide policy in relation to Authorised Interruption of Study.

### **How does this align with the University / Committee's strategic plans and priorities?**

The University strategic plan seeks to demonstrate leadership in learning through fostering diversity and inclusion.

### **Action requested**

CSPC is asked to approve the formation of a short-life task group to develop a University-wide policy for Authorised Interruption of Study.

### **How will any action agreed be implemented and communicated?**

The task group would be responsible for developing a communication plan to support any new policy and regulations.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

The work of the task group will make modest demands on staff time from its members, and those staff and students consulted in the development of a new policy. A new, University-wide policy should reduce the demands on staff within Colleges and Schools to provide local information regarding Authorised Interruption of Study.

#### **2. Risk assessment**

The proposals present no significant risks.

#### **3. Equality and Diversity**

Students taking an Authorised Interruption of Study will include disabled students and those suffering from long-term health conditions. Where the University can provide consistent, clear information regarding applying for an interruption, and the rights of interrupted students, this should better support the wellbeing of these students.

#### **4. Freedom of information**

Open

#### **Key words**

Authorised Interruption of Study, Concession

#### **Originator of the paper**

Ms Roshni Hume, Dr Adam Bunni; Academic Services 31<sup>st</sup> August 2017

## **Authorised Interruption of Study - Proposal for a University-wide Policy**

### **1. Background**

During the recent review of support for disabled students, it was noted that the University only has guidance in place in relation to Authorised Interruption of Studies at postgraduate research level. The review panel highlighted that there is no formal mechanism for taught students to request an interruption of studies. As a result, the panel recommended that the University develops a policy for Authorised Interruption of Studies which encompasses both taught and research students.

### **2. Students taking an interruption**

Student Systems have provided the data below, which highlights the number of Authorised Interruptions of Study taken by students since 2012/13.

#### **Undergraduate:**

Year	Total Number of Authorised Interruptions of Study
2012/13	522
2013/14	517
2014/15	497
2015/16	640
2016/17	703

#### **Postgraduate (not including interruptions recorded as 'Thesis Submitted', 'resubmission received', 'resubmission required' or 'assumed completed'):**

Year	Total Number of Authorised Interruptions of Study
2012/13	949
2013/14	1015
2014/15	1066
2015/16	1148
2016/17	1272

There is a clear upward trajectory in the number of Authorised Interruptions of Study being taken by students. During the 2016/17 academic session, 2.8% of undergraduate students and 8.9% of postgraduate students took an Authorised Interruption of Studies. It is to be noted that this data is based on the number of individual interruptions taken and includes students who may have taken an Authorised Interruption of Study more than once in a single academic year as well as students who have taken multiple interruptions from 2012 to 2017.

### **3. Current University Policy and Regulation relating to Authorised Interruption of Study**

#### **3.1 Current Regulations**

There is currently minimal regulation of Authorised Interruption of Study at University level. The responsibility for the application and approval process applicable to students wishing to take an Authorised Interruption of Study is delegated to Colleges.

The Degree Regulations and Programmes of Study Regulations 2017-18 state that:

*“A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is good reason for approving the interruption. Students must provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, unless authorised by the Head of College. The total period of authorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study.” (Regulation 19 of UG DRPS Regulations/Regulation 31 of PG DRPS Regulations)*

The regulation makes it clear that students are able to apply for an Authorised Interruption of Study, how long they can take an interruption for and who is ultimately responsible for approving applications. However, it does not provide any specific information about the circumstances under which a student could apply for an Authorised Interruption of Study.

### 3.2 Definition of Authorised Interruption of Study

The Degree Regulations and Programmes of Study Glossary of Terms 2016-17 provides the following definition of Authorised Interruption of Study:

*‘Where a student is temporarily unable to study they may apply for an interruption of studies, during which they conduct no studies at the University. Students re-engage with their studies following their return from an interruption.’*

Although the regulation in relation to Authorised Interruption of Study does not provide a clear definition, the accompanying Glossary of Terms makes clear that students who are ‘unable to study’ can apply for an Authorised Interruption of Study. However, this document does not have the status of regulation.

### 3.3 Current Guidance

The University currently has formal guidance in relation to the granting of Authorised Interruption of Study, which is only applicable to postgraduate research students.

The guidance contains the following information:

- Definition of Authorised Interruption of Study for postgraduate research students:  
“An interruption of study concession is applicable where a student is unable to work on the thesis for a significant period of time due to circumstances that are largely beyond their own control”.
- The grounds for applying for an Authorised Interruption of Study
- The application and approval process which is conducted at College level

The guidance document can be found at:

<http://www.ed.ac.uk/files/atoms/files/pgrinterruption.pdf>.

This guidance document does not have the status of regulation.

### 3.4 Grounds for Authorised Interruption of Study:

The University does not currently specify acceptable grounds in relation to Authorised Interruption of Study, although the Student Maternity and Family Leave policy suggests that maternity/paternity/adoption would be regarded as appropriate grounds for seeking an interruption (Sections 5 and 9). A number of Schools and Colleges publish lists of acceptable grounds on their webpages and within their localised guidance documents. In addition to maternity/paternity/adoption, these include:

- Circumstances beyond a student’s control including medical and health problems as well as personal and family problems.
- Student Special Interests including internships, paid employment if relevant to the student’s field of study.

### 3.5 Application Process

Arrangements for applying for an Authorised interruption of Study and returning after one are delegated to Colleges.

Colleges currently provide consistent advice on their webpages about whom students should approach in order to apply for an Authorised Interruption of Studies.

<b>Undergraduate</b>	<b>Postgraduate Taught</b>	<b>Postgraduate Research</b>
Personal Tutor	Personal Tutor or Graduate School Office	Supervisor

### 3.6 Consideration and Approval

The process for the consideration and approval of Authorised Interruption of Study is also delegated to Colleges. The level at which applications are considered and authorised varies between Colleges.

<b>Consideration &amp; Approval Level</b>	<b>Undergraduate</b>	<b>Postgraduate Taught</b>	<b>Postgraduate Research</b>
<b>College of Humanities and Social Sciences</b>	College level	School Level	College Level
<b>College of Medicine and Veterinary Medicine</b>	School Level	College Level	College Level
<b>College of Science and Engineering</b>	Year 1 & 2 Students – School Level * Repeat or multiple concession requests must be considered at College Level	College Level	College Level

	Year 3 and above – College Level		
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### 3.7 Status of students whilst taking an Authorised Interruption of Study

Students who take an Authorised Interruption of Study are regarded as unable to study during that time. Therefore, they are not considered as matriculated students for that period of time and do not have access to course learning materials on LEARN. However the University does not currently formally restrict access to buildings and other resources and in some cases support services do continue to provide support to students whilst they are on an interruption. Additionally, University fees are not chargeable in respect of periods of authorised interruption of studies of over 3 months. However, a student’s eligibility for exemption from Council Tax may be affected.

#### Further Information

Further information regarding College processes and guidance can be found at:

CAHSS (Undergraduate and Postgraduate Taught Students): <http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/concessions-and-special-circumstances>

CAHSS (Postgraduate Research Students): <http://www.ed.ac.uk/arts-humanities-soc-sci/research-students/concessions-for-research-students>

CMVM (Postgraduate Research Students):  
<https://www.wiki.ed.ac.uk/display/CMVMPGR/Concessions>

CSE (Undergraduate and Postgraduate Taught Students):  
<https://www.wiki.ed.ac.uk/display/CSETSA/Concessions>

CSE (Postgraduate Research Students):  
<https://www.wiki.ed.ac.uk/display/CSEPSW/Interruption+and+Extension>

### **4. Findings**

An initial survey of the information the University provides regarding Authorised Interruption of Study highlights the following issues:

- Lack of information at University-level in regarding acceptable grounds for requesting an Authorised Interruption of Study;
- Lack of clarity regarding the status and rights of students who are interrupted;
- Lack of guidance or information for staff and students regarding the reintegration of interrupted students;
- Varying practices between Colleges particularly in relation to the consistency of advice and guidance provided to students across the University and the level at which applications are considered and approved.



There appears to be no impediment to developing clear policy at University level: there is already significant common ground in the approaches adopted by Colleges and Schools, and there is little justification for variation at discipline level. Where there may be discipline-specific reasons for regarding an individual request for interruption as not in a student's best interest, this can be addressed through the approval process, which would continue to be handled locally.

### **5. Proposed Next Steps**

It is proposed that a formal short-life task group is convened to develop policy and guidance for Authorised Interruption of Study which encompasses both taught and research students.

#### *Remit:*

To develop a University-wide policy on authorised interruption of studies covering taught and research students, including the following:

- A clear definition of Authorised Interruption of Study
- Acceptable grounds for requesting an interruption
- Application process
- Consideration and approval process
- Status of students who are interrupted
- Categories for recording interruptions in the student record
- Return to study process

#### *Membership:*

Convener

2 x Representatives from each College (may be drawn from Deans, College administration, or School administration)

1 x Representative from the Edinburgh University Students' Association

1 x Member of staff from Student Systems

1 x Member of staff from Student Counselling or Student Disability Service

#### *Methodology:*

2-3 task group meetings and consideration of e-business.

#### *Outputs:*

- A mandatory University policy and revised regulations relating to Authorised Interruption of Study;
- New web guidance for students and staff regarding Authorised Interruption of Study.

#### *Timelines:*

Final report to be prepared for the January 2018 meeting of CSPEC.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Postgraduate Taught Assessment and Progression**

### **Executive Summary**

This paper contains proposals to create a Task Group remitted to consider aspects of Postgraduate Taught Assessment and Progression, as agreed by CSPC in March of 2017 (CSPC 16/17 4 G)

### **How does this align with the University / Committee's strategic plans and priorities?**

The University's mission statement of providing the highest-quality research led teaching and learning, and challenging the boundaries of knowledge, research and disciplines.

### **Action requested**

CSPC are asked to approve the creation of the Task Group, its remit and membership.

### **How will any action agreed be implemented and communicated?**

Colleges and other stakeholders will be asked to provide appropriate members for the Task Group, which will be supported by Academic Services.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

Resource implications will be minimal. The Task Group will involve a contained amount of staff engagement.

#### **2. Risk assessment**

The Task Group would be invited to discuss relevant issues, but no commitment to alter the status quo has been proposed at this stage. Where changes to existing policy or procedure are considered, the risks of these will be identified.

#### **3. Equality and Diversity**

Any proposed changes to regulations or policy following the report of the Task Group will be fully Equality Impact Assessed.

#### **4. Freedom of information**

Open paper

### **Key words**

**MSc, Postgraduate Taught, Progression**

### **Originator of the paper**

Stuart Fitzpatrick, Academic Policy Officer

6 September 2017

## **1. Background**

The Curriculum and Student Progression Committee (CSPC), at its meeting of 16<sup>th</sup> March 2017, had agreed to consider Postgraduate Taught assessment and progression issues and award arrangements, with particular attention being given to progression to dissertation stages of MSc degrees, resits and dissertation resubmission. This was to take place in Academic year 2017/18 (CSPC 16/17 4 G).

Postgraduate Taught provision within the University has changed dramatically over the past 10-15 years. In Academic Year 2004/05, the University offered around 90 MSc programmes, almost exclusively on campus; in 2017/18, there are around 240 programmes, many of which are delivered online. Major strategic projects within the University, such as Distance at Scale, and the Edinburgh Futures Institute, have the potential to impact significantly on the University's postgraduate taught offering in the coming years.

Taking account of these developments, it is proposed that a holistic approach is taken to reviewing the assessment / progression regulations of the University's postgraduate taught MSc programme in order to agree their vital and desirable characteristics, and ensure that they are capable of supporting future development of PGT provision.

This paper presents an initial outline of issues related to MSc programmes which have arisen, and proposes the formation of a Task Group to consider these issues. Section 3 of this paper proposes a draft remit, membership, and the proposed methodology of this Task Group.

### **1. Issues**

#### **A) Progression**

Currently, students who are studying with the intention of gaining an MSc award are expected to complete 120 credits worth of taught courses (usually over two semesters, where studying full-time) prior to being allowed to progress to the dissertation stages of their programme (usually in the summer). In many cases, a student will begin work on their dissertation prior to the completion and assessment of the taught courses. However, there may be models of PGT provision where it is acceptable for student to explicitly undertake the dissertation element alongside taught courses. In addition, the growth in part time intermittent postgraduate taught programmes has presented a different model of progression within the MSc.

#### **B) Dissertation element**

The University's Models of Degree Types states that Masters degrees should involve 60 credits of level 11 for a research / dissertation element, and the vast majority of the University's MSc provision involves this. A small number of current programmes offered by the University offer the dissertation as an optional element and there is interest in some areas in developing MSc programmes without a formal dissertation component. Initial benchmarking suggests that most institutions within the sector require a substantial research component as part of their Master's degrees. Further

work will be carried out in order to establish whether there are any notable exceptions to this.

### **C) Resubmission of MSc Dissertations**

Currently the University of Edinburgh does not allow resubmission of MSc dissertations except in special circumstances. Initial benchmarking suggests that a significant number of other Russell Group universities tend to allow at least one resubmission attempt as a matter of course, without the explicit need for mitigating circumstances.

### **D) Supervision**

Outlines of expectations of dissertation supervisors are included in programme handbooks, but the content of these can vary from School to School. It may be beneficial to agree a common understanding of the role of the dissertation supervisor, and to ensure that there is clarity regarding the respective roles of supervisors and examiners.

## **2. Remit**

It is proposed that CSPC create a Task Group remitted to consider the MSc programme structure, with specific focus on –

- Progression, specifically progression to the dissertation element of an MSc programme;
- Whether all MSc programmes should continue to be required to have a dissertation or research project element;
- Whether the University should consider relaxing its current position in regards to resubmission of MSc dissertations; and
- The role of the Supervisor

## **3. Task Group Membership**

The proposed membership of the Task Group would include

- A Convener;
- 1 x Senior Academic from each College with responsibility for Postgraduate Taught matters (eg a Dean or a School Postgraduate Director);
- 1 x Senior Administrator from each College with responsibility for Postgraduate Taught matters (from either College or School level);
- 1 x representative with experience in Online Distance Learning; and
- 1 x Students' Association representative

## **4. Methodology**

The Task Group will undertake consideration of the above issues through a series of meetings, supported by benchmarking activities to be undertaken by Academic Services, and discussions with appropriate and relevant stakeholders, including the University Careers Service.

## **5. Deliverables**

The Task Group will produce a final report setting out its findings and recommendations for the Committee's January 2018 meeting. The deliverables for the Task Group will depend upon the decision taken in regards to each issue. It is likely that any deliverables will include –

- Revised regulations relating to Postgraduate Taught progression;
- Revised model for the MSc degree in the Models for Degree Types;
- Potential new regulations regarding resubmission of PGT Dissertations;
- Potential guidance on Programme Handbook content related to supervision.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

**CMVM New Programme Proposal - Doctor of Veterinary Medicine  
(DVetMed) Professional Doctorate**

**Executive Summary**

The R(D)SVS has developed a new Professional Doctorate (DVetMed) to replace the existing Advanced Clinical Training programmes. These Advanced Veterinary Clinical Training programmes train research-literate clinicians with specialist knowledge and expertise in their chosen field, giving them the opportunity to pursue career goals in teaching, research, clinical service and/or Specialist practice. However, despite spending up to 4 years undertaking this training, students on the programme are currently registered with the University of Edinburgh as non-graduating students and do not emerge with any UoE award. In addition, international students cannot currently apply to undertake their specialist training at R(D)SVS as non-graduating students cannot apply for Tier 4 visas.

The new DVetMed programme has been developed to allow these students to register for a professional doctorate, which will recognise the training in professional skills and research that they currently undertake and enhance their education and student experience by providing them with additional skills including study design and methods of research, professional and clinical skills, and ethics. The DVetMed programme will also allow us to attract high quality international scholars, many of whom have expressed an interest in studying at R(D)SVS.

Similar professional doctorate programmes already exist in the University – e.g Doctor of Clinical Psychology (DClinPsychol) and Doctor of Clinical Dentistry (DClinDent). Three competitor Veterinary Schools in the UK and Ireland already offer Professional Doctorate programmes.

The development of the new DVetMed is an important strategic advance for the School, by enhancing and strengthening the academic rigour and consistency of the existing advanced clinical training programme, enabling exit from the programme with a world class doctoral level qualification, and enhancing the attraction of high quality national and international veterinary applicants.

**How does this align with the University / Committee's strategic plans and priorities?**

The new DVetMed programme aligns with the University's mission and objectives to provide the highest-quality research-led teaching and learning, leadership in learning, and fulfils key objectives of the new Learning and Teaching Strategy 2017.

**Action requested**

For approval.

**How will any action agreed be implemented and communicated?**

The new DVetMed will be offered to all new Advanced Veterinary Clinical Training Scholars. The programme will not be specifically marketed as a stand-alone programme and will be available only to applicants to existing R(D)SVS Veterinary Advanced Clinical Training

programmes. The requirement for enrolment on the DVetMed will be made clear on all advertising and recruitment for these programmes

## **Resource / Risk / Compliance**

### **1. Resource implications (including staffing)**

All costs (fees, stipend, CPD costs) will be met by R(D)SVS as for the existing Advanced Clinical Training Programme, so there will be no fundamental change to the existing financial model.

### **2. Risk assessment**

Main risk is Education and Student Experience. The new programme has undergone a rigorous validation process to ensure student experience is optimised, and builds on and enhances the School's lengthy experience and reputation for the high quality Advanced Clinical Training programme, which has been competed by a large number of students who have gone on to obtain specialist qualifications.

### **3. Equality and Diversity**

No Equality and Diversity issues identified

No EIA required

### **4. Freedom of information**

Open

## **Key words**

Professional Doctorate; Veterinary Medicine; Specialist

## **Originator of the paper**

Dr Richard Reardon - Royal (Dick) School of Veterinary Studies

Professor Anna Meredith, CMVM Director of Postgraduate Taught programmes

Presented at CSPC by Dr Sheila Lodge, Head of Academic Administration CMVM

**College of Medicine and Veterinary Medicine  
New Programme Proposal**

**Proposed title of programme**

Professional doctorate: Doctor of Veterinary Medicine (DVetMed)

**Brief description of the proposed programme and method of delivery**

This programme has been designed for veterinarians with a minimum of 1 year's postgraduate clinical experience. The degree will consolidate and enhance evidence based-knowledge, skills, abilities and attitudes to enable independent practice to the standard of a recognised specialist (equivalent to Scottish Credit and Qualifications Framework [SCQF] level 12) in the chosen discipline. The programme draws on the close and collaborative partnership established between academic and clinical staff and will seek to foster a learning environment designed to facilitate and support both professional and personal development. Students will be assigned to a supervisor (subject specialist), who will be responsible for monitoring student progression through the programme. The duration of each programme will be 48 months, offered on a full time basis only and will be based primarily at the Royal (Dick) School of Veterinary Studies (R(D)SVS). The programme will be available to students applying for existing specialty training programmes at the R(D)SVS only.

Over the four year full time programme (180 credits per year), students will undertake SCQF level 12 core courses (630 credits compulsory, with up to 60 credits elective) of specialist training in their chosen discipline as well as a selection of SCQF level 11 courses (30 credits compulsory and up to 60 credits elective). This credit load (which is larger than a standard professional doctorate) allows the programme to align with the current European Colleges approved specialist clinical training at the R(D)SVS, provides increased depth to clinical training, and training and experience of research and clinical teaching. Full details are in the following Degree Programme Section, but briefly:

Core "Specialist Clinical Skills" courses will provide much hands on clinical experience, with one to one tuition from specialists and progressively greater levels of case responsibility over the 4 year programme. Core "Veterinary Academic Practice" courses will involve one to one tuition from experienced teachers and will include teaching in and experience of a range of methods for clinical teaching, with progressive levels of autonomy. Core taught courses in "Study Design", "Professional and Clinical Skills" and "Ethics" will ensure that all students receive a grounding in these areas that will be built on over the programme. Additionally, students will undertake a "Case Reports" course in year 3 or 4, in which they will gain experience of managing clinical cases, writing and presenting clinical case reports, and critiquing and defending their approaches to the standard of a specialist (SCQF level 12). Elective courses will be made available subject to the requirements of the specialist discipline and supervisor approval. The elective "Related Discipline Training" courses (run over 2 weeks up to 2 times per year) will allow students to obtain high quality specialist training (SCQF level 12) in defined disciplines that complement their specific area of clinical training. Other SCQF level 11 credit bearing courses (many of which are online) will also be made available (details provided later).

There is a strong emphasis on original research. The students must demonstrate that they are capable of pursuing high quality research and presenting their findings in a critical and scholarly way. Core courses include a year 1 "Research Proposal" for which students will produce a plan for their research project in order to gain experience of research planning and funding. This is followed by a single core "Research Project" spread over the subsequent 3 years (divided into parts 1, 2 and 3 to allow for annual assessment and progress), with annual reports and a final SCQF level 12 dissertation with a viva examination. Students will be expected to present their work at local, national and/or international meetings and publish in peer-reviewed journals.

The clinical training programmes will align with the requirements for the relevant European College. However, there will not be any overlap in assessment or awards. The European College Diplomas are awarded following independent examinations run by the relevant College at the end of the residency. Credentials to sit the examinations vary between the Colleges but typically involve a minimum number of clinic hours, a minimum number of cases seen (assessed by case log) and at least two papers accepted for publication in peer-reviewed journals. These credentials allow the candidate to sit the Diploma examination but are not otherwise assessed. In contrast, the DVetMed qualification will require students to demonstrate thorough understanding and critical appraisal of cases they deal with, the teaching and research that they perform.



## **Location and management**

The majority of this programme is taught at the R(D)SVS at the Easter Bush Campus, with some courses delivered online or elsewhere in the University, and short external placements where appropriate. The programme team/administration is already based within the R(D)SVS (and budgeted for).

## **Programme Team:**

### **Dr Richard Reardon – Programme director**

Dr Reardon as an ECVS and RCVS specialist in equine surgery has many years' experience of guiding students through their specialist training. He has over 10 years of experience of veterinary clinical teaching, compounded by a PGCAP in Higher Education Teaching and Fellowship of the Higher Education Academy. Additionally he has experience of clinical research, with a master's in veterinary medicine, a PhD in epidemiology and numerous publications.

### **Dr Tim Nuttall - Programme deputy director**

Dr Nuttall is an RCVS Specialist in Veterinary Dermatology with over 20 years clinical, research and teaching experience. He has a PhD in immunology, has published over 100 peer-reviewed papers, books and book chapters, and has presented over 100 lectures throughout the world. Tim has undertaken numerous academic roles including course organizer, programme director, academic sub-dean and head of veterinary education.

**E-Learning technologist** – The veterinary teaching organization (VTO) Digital education unit (DEU) at R(D)SVS will provide all necessary digital and online support.

**Programme administrator** – Emma Pineau 0.6FTE

In addition to the core team, it is important to emphasise that the programme will be reliant on subject specialist supervisors at the R(D)SVS, and will draw upon the vast expertise of colleagues across the R(D)SVS to contribute to teaching, including colleagues in VMED.

A selection of subject specialists at R(D)SVS:

Prof. Scott Pirie (Equine Medicine), Dr. Karen Blissitt (Anaesthesia), Dr. Yolanda Martinez-Pereira (Cardiology), Prof. Elspeth Milne (Clinical Pathology), Dr Tobias Schwarz (Diagnostic imaging), Dr Richard Reardon (Equine surgery), Prof. Pdraic Dixon (Equine dentistry), Dr Kevin Eatwell (Exotic pet medicine), Dr Alastair Macrae (Farm animal), Dr Katia Marioni Henry (Neurology), Prof. David Argyle (Oncology), Dr Sionagh Smith (Pathology), Dr John Mosley (Small animal surgery), Dr Richard Mellanby (Small animal medicine), Dr Katarina Varjonen (Dermatology).

## Introduction

The R(D)SVS currently offers an Advanced Veterinary Clinical Training Programme which provides an opportunity for qualified veterinary surgeons to undertake a period of specialist (SCQF level 12) clinical training in a variety of disciplines under the guidance and supervision of Royal College of Veterinary Surgeons, European and American Veterinary Specialists. These programmes are designed to train research-literate clinicians with specialist knowledge and expertise in their chosen field thereby giving them the opportunity to pursue career goals in teaching, research, clinical service and/or specialist practice. However, despite spending up to 4 years undertaking this training, students on the programme are registered with the University of Edinburgh (UoE) as non-graduating students and do not emerge with a UoE degree. Moreover, outside of the requirements of the relevant European College, there is little consistency to the extent and level of additional training or research experience and qualifications. Finally, staff gain little recognition for the time spent teaching and training these students in the absence of defined UoE programmes and courses.

Therefore, the aim of this proposal is to allow these students to register for a professional doctorate (Doctor of Veterinary Medicine; DVetMed), which will recognize the training in professional skills and research that they currently undertake and provide them with additional skills including study design and methods of research, professional and clinical skills and ethics. Other professional doctorate programmes already exist in the University (e.g. Doctor of Clinical Psychology [DClinPsychol] and Doctor of Clinical Dentistry [DClinDent]) and other UK and Irish Veterinary Schools (e.g. Nottingham [DVetMed: <https://www.nottingham.ac.uk/pgstudy/courses/veterinary-medicine-and-science/veterinary-medicine-dvetmed.aspx>], Royal Veterinary College [DVet: <http://www.rvc.ac.uk/study/postgraduate/professional-doctorate>] and University College Dublin [Doctorate of Veterinary Medical Specialisation: <http://www.ucd.ie/vetmed/graduateprogrammes/professional%20doctorate%20dvms/>]). The latter runs alongside veterinary specialty training programmes in a similar way to our proposed programme.

The R(D)SVS has an international reputation and currently attracts large numbers of international students both at undergraduate and postgraduate level. However, international students are constrained in applying to undertake their specialist training with us as non-graduating students cannot apply for Tier 4 visas. This limits us to Home/EU students. The development of the DVetMed programme would allow us to attract high quality international scholars, many of whom have expressed an interest in studying with us.

The new DVetMed will be an important strategic advance for the School; it will enhance and strengthen the academic rigour and consistency of the existing advanced clinical training programme, enable graduation with a world class doctoral level qualification, and attract high quality national and international veterinary applicants.

### **Four Year Professional Doctorate**

We are proposing a 4 year professional doctoral training programme which will consist of SCQF level 11 and 12 core courses designed to underpin the student's research and professional skills, a SCQF level 12 research proposal, research project and dissertation, and level 12 professional clinical training. It will be an SCQF 720 credit 4 year Doctoral programme, with 630-690 credits at level 12 and 30-90 credits at level 11 (taken from existing and new ODL Masters programme courses from the R(D)SVS PGT portfolio).

## Student Experience

Students will benefit from being assigned to a subject specialist supervisor, who will act as a personal tutor throughout the programme, provide much one to one tuition and be responsible for monitoring their progression. Additionally, students will be allocated a supervisor (not involved in their chosen specialty) to act as an additional mentor, to review their progress, and provide impartial advice should problems occur during the programme.

Students will significantly benefit from the multiple learning opportunities at the R(D)SVS, from those closely associated with their chosen specialty (such as case and subject specialist rounds) to broader reaching subjects through online courses and physical held by the UoE. Multiple teaching and assessment methods delivered by clinicians, researchers, experienced teachers and actual cases will provide different views around the same topics and add significantly to the student experience.

The R(D)SVS and Roslin Institute have world class research staff and facilities in a very wide range of disciplines. This interaction will greatly enhance the students' training in research planning, techniques, analysis, and presentation and publication of their results through formal training in year 1, undertaking a research project in years 2-4 with production of their dissertation in year 4. Their progress will be mentored and assessed through progress meetings at week 12 in year 1 (to ensure that funding, plans and facilities are in place) and subsequent annual reviews and assessments of progress.

The current advanced clinical training programme has been completed by a large number of students who have gone on to obtain specialist qualifications, which will help encourage prospective students for the DVetMed programme.

## Administration and Quality Assurance Arrangements

The programme and course monitoring procedures will be largely administered by programme team.

The Doctorate Programme Specifications will be revised annually and made available on the University's Degree Regulations and Programmes of Study webpages. All courses have learning outcomes that are consistent with study at SCQF Levels 11 and 12 (PG). All course and programme documentation will be reviewed routinely as part of the PPR cycle and when changes are made will be reviewed by both the School PGT Committee and the College PG Learning & Teaching Committee. Approval of all new courses and changes to the programme will follow the appropriate process as determined by the College Graduate School.

Feedback will be sought via a variety of mechanisms including the annual Postgraduate Taught Experience Survey. In addition, there will be an annual programme review in conjunction with the College Graduate School, which will explore quality, sustainability, growth and overall business planning. Teaching and learning styles, materials and assessment vary between individual courses but professional accreditations and partnerships, external review, internal review, and responding to the student voice and feedback are common to all.

All programme QA will be carried out as per College and University policy, with course and programme monitoring carried out using:

- Feedback from students (SSLCs and end-of-course surveys)
- Informal post course review, which supplies an overview of the programme and any issues and forms part of the Annual review by College
- Input from External Examiners via their annual reports and on-going dialogue with the programme and course teaching teams
- Input from external teaching staff and supervisors on course delivery, issues and/or amendments

External Examiners reports will be submitted annually and fed into the Annual Programme QA report and then the College Annual Reviews. The Programme Director and Deputy Director will provide an overview of their comments and the proposed responses or actions.

The Programme business plan will be monitored by the School Finance team throughout the year with regular budget meetings to update and review this with the Programme Director. Additional annual review meetings will be held each year with the programme team and College to discuss programme KPI's and any particular issues around delivery or development


### *Exam Board*

Standard University regulations and procedures for postgraduate taught degrees will be followed.

### *Progress Committees*

A Progress Committee (PC) will be set up for each student, the main purpose of which is to assist the student in achieving the requisite credentials for eligibility to sit the relevant European College Specialist Diploma examinations, or alternative pre-defined qualifications, within the specified time. The PC is also responsible for ensuring the student receives a rounded education, including instruction and experience in appropriate clinical, research and transferable skills, and for monitoring the provision of facilities and resources to the student. The PC also has a role in supporting scholarship/residency supervisors.

## Programme Specification Form

	THE UNIVERSITY OF EDINBURGH
	PROGRAMME SPECIFICATION FOR
	Professional Doctorate in Veterinary Medicine

**1) Awarding Institution:**

University of Edinburgh

**2) Teaching Institution:**

University of Edinburgh

**3) Programme accredited by:**

University of Edinburgh

**4) Final Award:**

Doctor of Veterinary Medicine (DVetMed)

**5) Programme Title:**

Doctor of Veterinary Medicine

**6) UCAS Code:**

**Relevant QAA Subject Benchmarking Group(s):**

N/A

**7) Post holder with overall responsibility for QA:**

Richard Reardon

**8) Date of production/revision:**

September 2017 for a March 2018 start

**9) External Summary (200-250 words)**

- Background to the discipline and subject, what it is and its place in human endeavour.
- What is special about the Edinburgh experience in this degree?
- What are the main programme aims (learning outcomes)?

Veterinary medicine is becoming increasingly specialised. Continuously increasing levels of knowledge and skills have resulted in post-graduate specialisation in species and subject specific areas becoming ever more popular across the world. The R(D)SVS offers an opportunity for qualified veterinary surgeons to undertake a period of specialist clinical training (the highest level available for vets) in one of a variety of disciplines, under the close guidance and supervision of Royal College of Veterinary Surgeons, European and American veterinary specialists. This Professional Doctorate training will parallel and build on the clinical experience and expertise required for students to meet credentials for postgraduate veterinary specialties. It will provide students with additional skills including study design, methods of research and research experience, professional and clinical skills, training in teaching and ethics. This will train and provide the next generation of leaders in academic specialty fields.

With numerous specialist clinicians and researchers across busy small and large animal clinics, expertise in teaching, access to online courses, and multiple collaborative research options, including with the Roslin Institute on site, the R(D)SVS is uniquely placed to provide a world class Professional Doctorate programme.

## 10) Educational aims of programme:

The programme is designed to train research-literate clinicians with specialist knowledge and expertise in their chosen field giving them the opportunity to pursue career goals in teaching, research, clinical service and/or specialist practice.

The aims of the programme are to:

1. Provide students with supervised clinical experience and clinical skills sufficient to meet the requirements of the specialist qualification in their chosen subject.
2. Help develop students as lifelong and independent learners with transferable skills and the ability to convey their knowledge to both lay and professional audiences.
3. Provide students with critical and specialist analytical and research skills to be able to make informed decisions regarding these fields, to be able to explain their reasoning clearly and concisely and to have the skills required to undertake further research should they wish.
4. Allow students the opportunity to obtain a breadth of specialist clinical, research and teaching training from across the University of Edinburgh.

## 11) Programme outcomes:

### 11a) Knowledge and understanding

By the end of this programme students will have achieved the following knowledge and understanding:

1. Knowledge regarding the key concepts of the chosen specialty.  
*This will be generated from the start of the programme with immediate exposure to clinical cases, one on one tuition with subject specialists, small group teaching sessions and coursework.*
2. A thorough understanding of the relevance of subject specific knowledge.  
*This will be cemented over the programme by exposure to clinical cases as well as increasing levels of specialist case responsibility, teaching of the material to others and the production of case logs and reports.*

### 11b) Graduate attributes: Skills and abilities in Research and Enquiry

By the end of this programme students will have achieved the following research and enquiry skills:

1. Be able to search, access, analyse, evaluate and synthesise relevant literature and information to develop their own knowledge and understanding of subject specific knowledge.  
*Students' ability to do this will be informally assessed from the start and throughout the programme, through cases they are dealing with and then more formally through their written work (research projects and case reports).*
2. Identify, define and critique current concepts within their chosen fields.  
*Again students will be exposed to this throughout the programme via clinical and research discussions teaching sessions, preparation of case reports and papers, and feedback, with assessment being key to monitoring the students' development.*
3. Plan and execute a significant piece of research and/or dissertation including experimental design and execution as well as data collection and handling/analysis.  
*This programme has been designed to allow students to gain experience and feedback throughout the programme. All students will be expected to complete a study design course and a research proposal in year 1, both of which include assessment. They will then be required to complete a research project spanning the last 3 years of the course with annual progress review. Assessments will include annual reports and a final level 12 dissertation with a viva examination by internal and examiners. In addition, students will be expected to present their findings at local, national and international meetings as well as publish in peer-reviewed journals.*

### **11c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy**

By the end of this programme students will have achieved the following with personal and intellectual autonomy:

1. Be able to demonstrate autonomy and initiative in academic and clinical activities such as decision making on the basis of independent thought.  
*Students will be exposed to this throughout the programme through increasing levels of specialist (level 12) responsibility as primary clinicians and researchers, which will be monitored via all assessments.*
2. Be independent learners, capable of taking responsibility for their own learning and will be able to reflect, self-evaluate and self-improve.  
*Again this will be assessed throughout the programme (see above).*

### **11d) Graduate Attributes: Skills and abilities in Communication**

By the end of this programme students will have achieved the following skills and abilities in Communication:

1. Be able to communicate and engage with specialists, trained and undergraduate veterinarians, as well as lay audiences both written and verbally.  
*Students will be exposed to this throughout the programme during clinical work, undergraduate teaching, and clinical and research presentations and papers. Students will be monitored via all assessments and coursework.*
2. Be able to engage in clinical and research discussions with use of evidence and own experience to support arguments.  
*Students will be exposed to this throughout the programme and monitored via all assessments. Specific examples of assessment will be in the form of case presentations from in year one and submission of case reports in year 3 or 4.*

### **11e) Graduate Attributes: Skills and abilities in Personal Effectiveness**

By the end of this programme students will have achieved the following skills and abilities in personal effectiveness:

1. Be able to work effectively and efficiently to meet deadlines and achieve goals across multiple areas.  
*Students will have clinical, teaching and research requirements to achieve during the programme. Completion of courses (all of which will be assessed) will require good time management. Clinical work requires detailed attention to time management.*
2. Demonstrate aptitude for working as a part of a team, recognising the diversity of contributions individuals can make.  
*Students will be exposed to this throughout the programme and monitored via all assessments, with specific examples being the use of peer assessment within some of the group assessments and presentations, for example in the specialist clinical skills and academic practice courses.*
3. Demonstrate the ability to hypothesise, plan and execute significant scientific research within their chosen subject.  
*Students will be exposed to this throughout the programme and monitored via all assessments, beginning with the scientific proposal in year one leading up to the final year dissertation/independent study project.*

### 11f) Technical/practical skills

By the end of this programme students will have achieved the following technical/practical skills:

1. Be able to develop, understand and critique the technical and practical skills required for their chosen subject specialty.

*A large part of the programme is designed to facilitate students obtaining the practical skills required to perform as a specialist in their chosen subject area. By working with specialists, students will be exposed to the skills required and then given opportunities to practice these skills in teaching sessions and during case based supervision, throughout the programme. These skills will be monitored via assessments in the specialist clinical skills courses.*

2. Develop skills in teaching.

*Through access to taught courses at the R(D)SVS and the Edinburgh Teaching Award, and practical experience teaching undergraduate students, which will be assessed, students will be given the opportunity to develop up to date methods of teaching.*

3. Obtain teaching in and practical experience of study design, as well as practical skills relating to the chosen research project.

*Many of the research projects will provide technical and practical training of transferable skills. While these will dependent on project, all students will receive training in study design, statistical analysis and data handling.*



## 12 Programme structure and features

The section presents the structure of the programme in relation to the University's Curriculum Framework. It must include:

- SQCF credit points and levels for each constituent course and each year of the programme
- Entry requirements, including requirements for second-year entry where applicable
- Progression requirements
- An explanation of the articulation of learning outcomes and assessment practices
- Modes of study
- Exit awards available at the completion of specific stages of the programme

If not provided earlier in the programme specification, information needs to be included on relevant factors from the University's Strategic Plan, e.g. embedding in the curriculum factors of:

- social responsibility
- sustainability
- equality and diversity

Programme Name: Professional Doctorate of Veterinary Medicine					
Degree Type : Postgraduate Taught Professional Doctorate					
Year	Course Code (if existing)	Course Name	Compulsory or Elective	Credits (180/year)	SCQF Credit level
<b>One</b>		Specialist clinical skills 1	Compulsory	100	12
		Veterinary academic practice 1	Compulsory	10	12
		Research proposal	Compulsory	40	12
		Study design and methods of research	Compulsory	10	11
		VESC11109 Professional and clinical skills <sup>A</sup>	Compulsory*	10	11
		Ethics <sup>B</sup>	Compulsory*	10	11
		Related discipline training <sup>C</sup>	Elective	10-20	12
		Online MSc level Courses <sup>D</sup>	Elective	10-20	11
<b>Two</b>		Specialist clinical skills 2	Compulsory	100	12
		Veterinary academic practice 2	Compulsory	10	12
		Research project part 1	Compulsory	40	12
		VESC11109 Professional and clinical skills (if not taken in year 1)	Compulsory*	10	11
		Ethics (if not taken in year 1)	Compulsory*	10	11
		Related discipline training	Elective	10-20	12
		Online MSc level Courses	Elective	10-20	11
<b>Three</b>		Specialist clinical skills 3	Compulsory	100	12
		Veterinary academic practice 3	Compulsory	10	12
		Research project part 2	Compulsory	40	12
		Case reports <sup>E</sup>	Compulsory*	30	12
		Related discipline training	Elective	10-20	12
		Online MSc level Courses	Elective	10-20	11
	<b>Four</b>		Specialist clinical skills 4	Compulsory	40
		Veterinary academic practice 4	Compulsory	10	12
		Research project part 3	Compulsory	100	12
		Case reports <sup>E</sup>	Compulsory*	30	12
		Related discipline training	Elective	10-20	12
		Online MSc level Courses	Elective	10-20	11
Notes: <sup>A,B,E,*</sup> – These courses are compulsory but can be taken in either year offered.					
<sup>C</sup> – 4 “Related discipline training” courses (10 credits each) are available, up to 2 can be taken per year.					
<sup>D</sup> – Students will be allowed to enrol on appropriate online MSc course modules at the discretion of their direct supervisor. Details of available online modules (10-20 credit bearing) are shown on the next page.					
Entry requirements: Standard college regulations and Membership of the Royal College of Veterinary Surgeons (MRCVS). International students will follow information relevant to their country of origin: <a href="http://www.ed.ac.uk/studying/international/postgraduate-entry">http://www.ed.ac.uk/studying/international/postgraduate-entry</a> .					

Online taught MSc courses at the University of Edinburgh		
Code	Name	Credits
AWAB11020	International Animal Welfare Science	20
AWAB11022	Animal ethics, policy and law	20
AWAB11024	Production Animal welfare	20
AWAB11036	Clinical Animal Behaviour	20
AWAB11037	Animal welfare in research, testing and education	20
AWAB11038	Captive and Free-ranging Wild Animal Welfare	20
AWAB11039	Cat and Dog Welfare	20
AWAB11042	Anthrozoology	20
AWAB11043	Principles of Applied Animal Behaviour	20
EQSC11042	Equine Orthopaedics 2	20
EQSC11030	Equine Behaviour and Welfare 2	20
EQSC11039	Equine Exercise Physiology 3	20
EQSC11041	Equitation Science 2	20
EQSC11034	Research Methods in Equine Science	20
EQSC11043	Equine Reproduction 3	20
EQSC11040	Equine Digestion and Nutrition 3	20
VESC11019	Eco-system health and species conservation	20
VESC11020	Wildlife disease management	10
VESC11022	Veterinary techniques and interventions for Conservation Medicine	10
VESC11023	An introduction to Conservation Medicine	20
VESC11033	An introduction to One Health	20
VESC11038	Applied Epidemiology and Surveillance for Conservation Medicine	20
VESC11042	Interventions in Wild Animal Health	20
VESC11074	Wildlife disease ecology in livestock ecosystems	10
VESC11079	Managing and Leading Conservation Projects	10
VESC11080	Small Mammals (Anaesthesia and Analgesia)	10
VESC11081	Patient Assessment, Critical Incidents and Cardiopulmonary Resuscitation	10
VESC11082	Equidae (Anaesthesia and Analgesia)	10
VESC11083	Dogs and Cats (Anaesthesia and Analgesia)	10
VESC11084	Ruminants, Camelids and Pigs (Anaesthesia and Analgesia)	10
VESC11085	Basic Sciences in Veterinary Anaesthesia and Analgesia	20
VESC11086	Anaesthetic Equipment	10
VESC11088	Ecosystem Health	10
VESC11089	One Health Policy	10

## **Progression requirements**

In order to progress students must comply fully with all standard University of Edinburgh regulations and procedures as described in:

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Students will undertake courses to obtain 180 credits in each year of the 4 year programme.

In order to progress to the next year of the doctorate students must attain

- a. An average of at least 50% for 180 credits
- b. 50% pass in at least 120 credits
- c. Not less than 40% in the remaining 60 credits

At the end of 4 years, to obtain the doctorate degree students must attain:

- a. An average of at least 50% for 720 credits
- b. 50% pass in at least 480 credits
- c. Not less than 40% in the remaining 240 credits
- d. 50% pass in at least 400 level 12 SCQF credit bearing courses

For level 12 courses re-sits or re-submissions are permitted.

## **An explanation of the articulation of learning outcomes and assessment practices**

See learning outcome template and degree programme sections below and proceeding sections (10 and 11.a-f) regarding this.

Edinburgh University regulations for assessment can be found at:

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

as well as Edinburgh University policy for feedback:

<http://www.ed.ac.uk/academic-services/staff/assessment/feedback>

## **Modes of study**

This is a 4 year continuous programme that will be taken mainly at the R(D)SVS on the Easter Bush Campus, with some (approximately 15%) credits available from CMVM online PGT courses, courses at other University sites and during external placements.

## **Exit awards available at the completion of specific stages of the programme**

Students can be awarded a:

PGCert (VetMed) upon completion of 60 credits

PGDip (VetMed) upon completion of 120 credits

MSc (VetMed) upon completion of 180 credits (where a minimum 80 credits of research components [i.e. Research proposal plus Research project part 1 courses] have been completed).

Credit for courses within this programme available for Postgraduate Professional Development (PPD) as detailed in the business plan below.

### 13 Teaching and Learning Methods and Strategies

This section should include the following

- The range of teaching and learning methods used on the programme, by year of programme (including opportunities for feedback)
- Facilities (e.g. library; IT or any other distinctive facilities provided within the School)
- Innovative learning week

#### Year 1 Courses:

1. Specialist clinical skills 1 (compulsory)
2. Veterinary academic practice 1 (compulsory)
3. Research proposal (compulsory)
4. Study design and methods of research (compulsory)

All 4 compulsory courses will utilise a range of teaching and learning methods. One to one and small group tutorials from clinical and research specialists will predominate in the specialist clinical skills and research proposal courses. The veterinary academic practice course will use a mixture of case-side teaching experience as well as small group and online tutorials, while the online study design and methods of research course will use digital lectures, peer group learning, discussion boards and in-course quizzes. Across all there will be multiple opportunities for formative and summative feedback.

Students will be able to take up to 20 credits from elective courses: the “related discipline training” will be taught by approved (by the supervisor) specialists from outside the student’s chosen subject, (outside the UoE if required) and assessed as part of the course. Additionally, as mentioned before, students will have the opportunity to choose relevant (agreed with direct supervisor) online elective(s) courses from the spectrum provided by the R(D)SVS. Further details are provided in the individual degree programmes section below.

#### Year 2 Courses:

1. Specialist clinical skills 2 (compulsory)
2. Veterinary academic practice 2 (compulsory)
3. Research project part 1 (compulsory)

Teaching and learning methods in year 2 courses will be similar to those in year 1 for the specialist clinical skills and academic practice courses. Students will undertake the compulsory part 1 of their research project, in which they will receive one to one tuition from at least one experienced researcher. They will have access to the on-site vet school library, as well as University library and IT services. Elective courses, as in year 1, will also be available.

#### Year 3 Courses:

1. Specialist clinical skills 3 (compulsory)
2. Veterinary academic practice 3 (compulsory)
3. Research project part 2 (compulsory)

Teaching and learning methods in year 3 courses will be similar to those in years 1 and 2 for the specialist clinical skills and academic practice courses and continuation of the research project from year 2. Elective courses, as in years 1 and 2, will also be available. Additionally, in year 3 students will be able to elect to take a case reports course in which they will be asked to submit detailed case reports. Teaching in this course will involve, one to one tuition from specialist clinicians and access to online resources.

#### Year 4 Courses

1. Specialist clinical skills 4 (compulsory)
2. Veterinary academic practice 4 (compulsory)
3. Research project part 3 (compulsory)

Students will utilise the skills they have developed over their proceeding years to take more senior clinical (Specialist clinical skills 4) and teaching (Veterinary academic practice 4) roles, which will still be supervised with scheduled feedback. Additionally, they will generate their final research dissertation in research project part 3. Elective courses, as in years 1, 2 and 3, will also be available. Additionally, in year 4 students will be able to elect to take the “Case reports” course, if they did not complete it in year 3.

#### **14 Assessment Methods and Strategies**

This section should include the following

- Programme assessment methods, preferably by year of programme (including opportunities for feedback)

A variety of assessment methods will be used across the courses, designed to match the specific learning outcomes for each.

Students will be offered multiple opportunities for formative and summative feedback in each course. They will be made aware of each assessment in advance and how continuous guidance that they receive throughout courses should be used as feedback for developing and improving their techniques.

All assessment methods and strategies are explained in detail for each specific course for the whole programme in the individual degree programme section below.

#### **15 Career Opportunities**

This section should provide further information on the career opportunities available to graduates on completion of the degree. College Careers Advisor can assist in providing statements for this section.

The specialist training in clinical techniques, research and teaching will afford many opportunities. Graduating students will be able to seek career advancement/specialism within their clinical settings, as well as following research and/or teaching roles should they choose. Students who have completed similar training programmes at the R(D)SVS have gone on to find jobs in a wide variety of different fields.

#### **16 Other Items**

The clinical training programmes in this Professional Doctorate will align with the requirements for the relevant European College but they will not overlap in assessment or awards: the European College Diplomas are awarded following independent examinations run by the relevant College. However, this programme will help students prepare for their chosen specialist examinations, as although credentials to sit the examinations vary between the Colleges they typically involve a minimum number of clinic hours, a minimum number of cases seen (assessed by case log) and publications in peer-reviewed journals.

## Learning Outcomes Template

**Course name:** Professional Doctorate in Veterinary Medicine

Graduates of this programme will have:	When and where delivered?	Teaching & Learning strategy	Assessment
<p><b>A critical and comparative knowledge at the level of a specialist in the field of the current background, theories, concepts and technical methodologies relating to their chosen specialty.</b></p> <p><b>(related to sections 11a and b in the proceeding stage 3 programme specification form)</b></p>	<p>Yrs. 1-4 – Specialist clinical skills 1-4</p> <p>Yr. 3 or 4 – Case reports</p> <p>Yrs1-4 – Research proposal and project</p>	<p>Throughout the programme students will undertake supervised clinical work in the chosen specialist area. During this time students will receive tuition in the form of one to one discussions with specialists as well as small group tutorials. Students will be expected to keep a case log and write clinical reports, which will require self-directed study.</p> <p>During years 3 or 4 students will produce formal case reports for a selection of cases that they have seen. They will receive more in-depth training, but will also start to manage cases more independently. Furthermore students will be expected to undertake autonomous self-directed study, with tutor support.</p> <p>In the research proposal and project, under academic supervision, students will be expected to demonstrate autonomy, develop their own ideas and apply their subject specific knowledge and understanding to undertake a coherent and clearly defined piece of research presented as a dissertation.</p>	<p>To verify a deep level of specialist learning students will be assessed using a multitude of techniques including:</p> <p>One on one case discussions with clinicians, during which students will be informally assessed on their understanding of clinical cases.</p> <p>Written clinical case log and case reports will be assessed to evaluate the number and variety of cases dealt with during the course, as well as demonstration of deep understanding of cases.</p> <p>Marking of and feedback on their research proposal and project.</p> <p>Research knowledge and skills will be assessed by a written research proposal in year 1 and a level 12 dissertation in year 4.</p>

<p><b>Clinical experience and technical/practical skills sufficient to meet requirements of the specialist qualification in their chosen subject.</b></p> <p><b>(related to section 11f in the proceeding stage 3 programme specification form)</b></p>	<p>Yrs. 1-4 – Specialist clinical skills 1-4</p> <p>Yrs. 1-4 – Related discipline training 1-4</p>	<p>Throughout the programme students will undertake a lot of supervised clinical work in the chosen specialist area. During this time student will receive tuition in the form of one to one discussions with specialists as well as small group tutorials and practical classes.</p> <p>Students will be expected to keep a case log and write clinical reports, which will require self-directed study.</p> <p>The clinical skills courses are designed to provide students with increasing levels of autonomy, such that by the 4<sup>th</sup> year, students are acting as lead clinician more frequently, thus promoting self-learning.</p>	<p>To verify levels of clinical experience and practical skills students will be assessed by a variety of techniques including:</p> <p>One on one case observation from specialist clinicians, during which students will be informally assessed on their practical skills.</p> <p>Assessment of size and breadth of case logs.</p> <p>Evaluation of written skills in case logs.</p> <p>Short practical tasks (such as history taking, surgical procedures or image review), progressing in complexity over the programme will be defined for each subject specialty and used to assess student progression within each course.</p>
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<p><b>Gained all the necessary specialist professional and academic skills to analyse, research, synthesise and critique scientific developments.</b></p> <p><b>(related to sections 11b, c, e and f in the proceeding stage 3 programme specification form)</b></p>	<p>Throughout the 4 years across all courses, but specifically covered in:</p> <p>Yrs. 1-4 – Veterinary academic practice 1-4  Yrs. 1-4 – Research proposal and Research project  Yr. 1 – Study design and methods  Yrs. 1 or 2 – Professional and clinical skills  Yrs. 1 or 2 – Ethics  Yrs. 3 or 4 – Case Reports</p>	<p>In all courses students will receive examples of scientific and clinical papers, posters, essays, pharmaceutical marketing and layman’s guides and have the opportunity to discuss and critique their significance and usefulness.</p> <p>Specific formal training will be provided in the Study design and methods course and the Veterinary academic practice courses, with online tutorials and presentations.</p>	<p>Across all written and verbally assessed work students will have to demonstrate a high level of specialist scientific and professional understanding of the field, and be able to demonstrate their academic and professional development and autonomy in learning.</p> <p>Specific examples of their ability to critique scientific developments will be expected in written assessments such as research proposal and project and case reports.</p>
<p><b>Developed key abilities to communicate fundamental concepts to scientific, clinical and lay audiences, as well as colleagues utilising multiple techniques.</b></p> <p><b>related to sections 11d and f in the proceeding stage 3 programme specification form)</b></p>	<p>Throughout the 4 years across all courses</p>	<p>Students will receive formal training in presentation, communication and teaching via online material and small group sessions in the veterinary academic practice course.</p> <p>Students will be required to present research data at scientific meetings to peers and other professionals as well as produce papers for specialist and lay readers.</p> <p>Students will have to communicate verbally and in writing with clients, colleagues and undergraduate students during the Specialist clinical skills courses</p>	<p>Students’ communication in different situations (as described) will be assessed, both informally and formally.</p> <p>Conference presentations and posters will be formally assessed. Papers will be required.</p> <p>Teaching sessions will be observed and assessed.</p> <p>Feedback will be provided from each assessment (including informal ones) right from the start of the programme to encourage improvement if needed.</p>



<p><b>Developed the required skills to progress further in their education/vocation.</b></p> <p><b>(related to sections 11b, c, d, e and f)</b></p>	<p>Throughout the 4 years across all courses.</p>	<p>Students will receive high levels of clinical exposure as well as one to one teaching with experienced clinicians and researchers. Additionally students will have access to multiple online courses and reference materials and the UoE educational resources.</p>	<p>Multiple forms of assessment will be employed as described previously. These assessments will be performed from the start of the programme such that students are aware of their strengths and weaknesses throughout, giving them the opportunity to improve to fulfil this objective (if required).</p>
<p><b>Had the opportunity to obtain a broad specialist clinical, research and teaching training from across the University of Edinburgh</b></p> <p><b>(related to sections 11a, b, c, e and f)</b></p>	<p>Yrs1-4:  Veterinary academic practice 1-4  Research proposal  Research project parts 1-3  Related discipline training 1-4  Online MSc level courses</p>	<p>Students will have the opportunity to benefit from UoE resources. These include access to the library as well as UoE run courses (both physical and online), such as courses in teaching (Edinburgh Teaching Award), computing (e.g. software instruction), and statistics, that will allow students to select courses to facilitate their goals (research, teaching and clinical).</p> <p>Access to selected online MSc level courses, following direct supervisor approval, will introduce flexibility in the programme, allowing students to tailor it to suit their interests.</p>	<p>A log of all courses undertaken will be maintained by the student and assessed at the end of each year as part of progression.</p> <p>Students will be required to take certain online courses, each with their own modes of assessment, to fulfil the credit requirement (720) to complete the programme.</p>

## Degree Programme Table Form

The Degree Programme Table (DPT) sets out the normal regulated path for a degree and the composition of courses that make up the degree. Examples of current DPT's can be seen at: <http://www.drps.ed.ac.uk/>

Students follow the curriculum for their chosen degree as set out in the DPT. It is important that the curriculum is well thought out and planned, any changes when the programme has already started are more difficult to make.

<b>Programme Name:</b> Professional Doctorate of Veterinary Medicine				
<b>Degree Type :</b> Postgraduate Taught Professional Doctorate				
	<b>Course Code (if existing course)</b>	<b>Course Name</b>	<b>Compulsory or Elective</b>	<b>Credits</b>
<b>Year one</b>		Specialist clinical skills 1	Compulsory	100
		Veterinary academic practice 1	Compulsory	10
		Research proposal	Compulsory	40
		Study design and methods of research	Compulsory	10
	VEESC11109	Professional and clinical skills <sup>A</sup>	Compulsory*	10
		Ethics <sup>B</sup>	Compulsory*	10
		Related discipline training <sup>C</sup>	Elective	10-20
		Online MSc level Courses <sup>D</sup>	Elective	10-20
<b>Year two</b>		Specialist clinical skills 2	Compulsory	100
		Veterinary academic practice 2	Compulsory	10
		Research project part 1	Compulsory	40
	VEESC11109	Professional and clinical skills (if not taken in year 1)	Compulsory*	10
		Ethics (if not taken in year 1)	Compulsory*	10
		Related discipline training	Elective	10-20
		Online MSc level Courses	Elective	10-20
<b>Year three</b>		Specialist clinical skills 3	Compulsory	100
		Veterinary academic practice 3	Compulsory	10
		Research project part 2	Compulsory	40
		Case reports	Compulsory*	30
		Related discipline training	Elective	10-20
		Online MSc level Courses	Elective	10-20
<b>Year four</b>		Specialist clinical skills 4	Compulsory	40
		Veterinary academic practice 4	Compulsory	10
		Research project part 3	Compulsory	100
		Case reports (if not taken in year 3)	Compulsory*	30
		Related discipline training	Elective	10-20
		Online MSc level Courses	Elective	10-20

**PG Cert (VetMed) = 60 credits**

**PG Diploma (VetMed) = 120 credits**

**MSc (VetMed) = 180 credits (with research component [min. 80 credits])**

### Course Descriptor Form

The programme will consist of individual courses; each course will require a Course Proposal Form. Once approved, the initiating school will be responsible for adding the new course into EUCLID CCAM.

## YEAR 1 COURSES (Core):

<b>Course Name</b> Specialist clinical skills 1	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 100	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the responsibilities of a specialist in their chosen subject as well as baseline subject specific SCQF level 12 specialist knowledge.</li> <li>2. Perform first year specialist level practical / technical tasks within the chosen subject area.</li> <li>3. Critically compare reported approaches to clinical tasks and use this information to formulate plans.</li> <li>4. Identify, then evaluate, criticise and appraise the literature associated with selected baseline subject specific SCQF level 12 specialist clinical tasks and convey this information to others.</li> <li>5. Explain subject related information to other professionals and lay people, both verbally and in writing.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b>
<b>Other Subject Area</b> n/a	<b>Components of Assessment</b> <ol style="list-style-type: none"> <li>1. Portfolio (50%)  To consist of: <ol style="list-style-type: none"> <li>a. A case log summarizing numbers of weeks on clinics, details of cases seen and level of involvement. (20%; LOs 1-2)</li> <li>b. A selection of clinical reports or letters, demonstrating background research and understanding. Subject knowledge, writing ability and effective communication. (30%; LOs 1-5)</li> </ol> </li> <li>2. Observed clinical tasks (30%; LOs 1-2)  A list of subject specific first year SCQF level 12 specialist clinical tasks will be observed during either clinical work or practical laboratories. These will be signed off once they are adequately completed by the student.</li> <li>3. Viva (10%; LOs 1-5)  Towards the end of the year the student will undergo a viva examination. This will be related to subject specific topics (suitable for the first year of training).</li> <li>4. Supervisor statement (10%; LOs 1-5)  A written assessment of the student's overall clinical progression will be provided</li> </ol>
<b>Course Organiser</b> Richard Reardon	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b> <p>This core course will include:</p> <ul style="list-style-type: none"> <li>• Introduction to the specialty, through observation of specialist level clinical work.</li> <li>• Hands on experience of subject specific practical and technical skills.</li> <li>• One to one teaching with clinical specialists.</li> <li>• Training in report writing and effective communication.</li> <li>• Discussion, evaluation and critique of subject specific research with clinical specialists.</li> </ul> <p>In this year 1 course, students will undertake a minimum of 25 weeks of supervised subject specific training. During this they will receive an introduction to the specialty, then begin closely supervised work within their specialty. It is accepted that students will join the course with varying backgrounds and experience, so student progress will be reviewed constantly by their principal supervisor such that the course can be tailored to the individual student.</p>

	<p>Students will learn the requirements of a level 12 subject specialist, by observing and working closely with them.</p> <p>Students will be expected to be able to undertake defined baseline SCQF level 12 specialist clinical and practical tasks by the end of the course, which will be assessed.</p> <p>Students will be required to produce clinical reports and convey baseline subject specific SCQF level 12 specialist knowledge level information verbally to other professionals and lay people. Their ability to do these appropriately will be assessed and discussed with their principal supervisor.</p> <p>Students will be encouraged and expected to undertake autonomous background subject reading, and discuss their findings with their</p>
<p><b>Collaboration Information</b> n/a</p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically:</p> <ol style="list-style-type: none"> <li>1. Have an understanding of the responsibilities of a specialist in their chosen subject and a first year specialist level subject specific knowledge.</li> <li>2. Be able to perform certain practical/technical tasks within the chosen subject.</li> <li>3. Know how to perform literature searches and then critically appraise their findings.</li> <li>4. Be able to explain subject related information to other professionals and lay people, both verbally and in writing</li> </ol>
<p><b>Total contact teaching hours</b> 600 - 1 on 1 tuition and supervision</p> <p>Directed study - 300 Independent study – 90 Assessment - 10</p>	<p><b>Study Abroad</b> No</p>
<p><b>Any costs to be met by students</b> No</p>	<p><b>Reading List / Learning Resources</b> This will be maintained by the specialist leads for each subject area, but there are ample resources in the clinical hospitals, R(D)SVS library and online.</p>
<p><b>Pre-requisites</b> No</p>	<p><b>Convener of Board of Examiners</b> TBC</p>
<p><b>Co-requisites</b> No</p>	<p><b>Display in Visiting Student Prospectus</b> No</p>
<p><b>Prohibited Combinations</b> No</p>	<p><b>Course URL</b> TBC</p>
<p><b>Visiting Students Pre-requisites</b> n/a</p>	<p><b>URL for Additional Supporting Documents</b> TBC</p>

<p><b>Summary Course Description</b>  This core course aims to provide students with an introduction to the subject specialty, through weeks of closely supervised clinical work, small group teaching sessions and practical classes.</p>	<p><b>Comments (Internal Use Only)</b></p>
<p><b>Keywords</b>  Veterinary; Specialist; Clinical training; Diploma; Professional Doctorate</p>	<p><b>High Demand</b>  n/a</p>
<p><b>Fee Code if invoiced at course level</b>  n/a</p>	

<b>Course Name</b> Veterinary Academic Practice 1	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Describe the fundamental principles of effective clinical teaching.</li> <li>2. Demonstrate awareness of the literature supporting clinical teaching techniques.</li> <li>3. Perform small group teaching sessions to undergraduate students in a clinical setting.</li> <li>4. Identify and use resources (physical and theoretical) designed to facilitate clinical teaching.</li> <li>5. Analyse and reflect on teaching sessions given by themselves.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b>  1. Portfolio (70%; LOs 1-5) To consist of a teaching log summarizing: c. Numbers and types of teaching sessions attended. d. Numbers and types of teaching sessions given. e. A reflective summary of their own teaching.  2. Observed teaching (30%; LOs 1-5) A teaching session performed by the student will be observed and assessed
<b>Course Organiser</b> Carolyn Morton	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b>  This core course will include: <ul style="list-style-type: none"> <li>• A 3 hour teaching induction workshop.</li> <li>• Opportunities to observe multiple forms of clinical teaching.</li> <li>• Practical experience of clinical teaching.</li> <li>• Critique of teaching by others and reflection on their own teaching.</li> <li>• Feedback from others on their own teaching.</li> <li>• Attendance at a selection of veterinary medical education division (VMED) workshops.</li> </ul> <p>In this year 1 course, students will receive training in the fundamentals of clinical teaching. They will observe multiple forms of clinical teaching and will learn by undertaking clinical teaching themselves, which will be informally reviewed by senior clinicians.</p> <p>Additionally, students will be required to give a teaching session, which will be recorded to allow self-reflection, and will be formally assessed.</p> <p>Students will attend workshops (agreed on by their supervisor) from VMED.</p> <p>Students will be expected to undertake autonomous background subject reading, and include their findings in their teaching sessions, critiques and reflective summary.</p>



<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically: <ol style="list-style-type: none"> <li>1. Have an understanding of the fundamental principles and forms of clinical teaching.</li> <li>2. Be familiar with the available literature related to clinical teaching.</li> <li>3. Be able to perform small group clinical teaching sessions.</li> <li>4. Be able to locate resources (such as IT tools or references) to help support their clinical teaching.</li> <li>5. Have the ability to use self-reflection to build on previous teaching sessions.</li> </ol>
<b>Total contact teaching hours</b> 60 – 3, VMED workshop; 57, 1 on 1 tuition and supervision.  Directed and Independent study – 39 Assessment – 1	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> Maintained by VMED. There are multiple courses and workshops available as well as online learning resources.
<b>Pre-requisites</b> No	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b>	<b>Display in Visiting Student Prospectus</b>
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre- requisites</b> n/a	<b>URL for Additional Supporting Documents</b> <a href="http://www.ed.ac.uk/vet/veterinary-medical-education-division">http://www.ed.ac.uk/vet/veterinary-medical-education-division</a>
<b>Summary Course Description</b> This core course aims to provide students with an introduction to the subject of veterinary academic practice. Practical experience through observation of others and hands on teaching will be supplemented with taught courses to give students a grounding in the subject.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical, Academic practice; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Research proposal	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> Year 1	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4:
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 40	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> 1. Demonstrate an understanding of the chosen research area 2. Formulate a research hypothesis based on a knowledge of the current unknowns in the literature 3. Provide and justify accurate estimates of the research costs 4. Demonstrate an understanding of the ethical and legal requirements which must be in place before carrying out research
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> n/a	<b>Components of Assessment</b> Written report which includes the parts defined in the course description (below) 100% (all LOs)
<b>Course Organiser</b> Adrian Philbey	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b>  The student will prepare a research proposal similar to that required by an external funding body to fund a veterinary research programme. This will comprise: <ul style="list-style-type: none"> <li>• an introduction to the research field</li> <li>• research hypothesis to be tested including aims and milestones</li> <li>• case for support</li> <li>• experimental plan</li> <li>• accurate costings and justifications for the amounts required</li> <li>• summary of any ethical considerations and legal requirements (e.g. ethics approvals, HO licence, health and safety)</li> <li>• plan for dissemination of results and public engagement if appropriate</li> </ul>

<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b> Knowledge and skills will include, in addition to those described above: <ul style="list-style-type: none"> <li>• ability to identify a scientific question and formulate a hypothesis for testing</li> <li>• understanding of potential scientific methods which can be employed and how financial constraints might impact on the ability to adopt different approaches</li> <li>• understanding of legal and ethical requirements to carry out research</li> <li>• understanding of how research impacts can be measured</li> </ul>
<b>Total contact teaching hours</b> 40; 4 hours direct tuition; remainder includes discussion of project, resources, funding & planning and lab training with the project supervisors  Directed and Independent study – 360	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> n/a
<b>Pre-requisites</b> No	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre-requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> Written proposal for veterinary research project	<b>Comments (Internal Use Only)</b>
<b>Keywords:</b> veterinary, research, professional training	<b>High demand:</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Research Methods and Study Design	<b>Default Course Mode of Study</b> CA
<b>Normal Year Taken</b> Postgraduate (Yr. 1)	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 11	<b>Learning Outcomes</b> 1. Explain level 11 scientific and statistical concepts. 2. Design, plan, interpret and write up experiments. 3. Identify and apply for appropriate ethical approval. 4. Apply level 11 scientific and statistical methods in veterinary research. 5. Communicate research effectively to a variety of audiences.
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> Multiple choice questions (50%; LOs 1,3 & 4) Critique of scientific paper (30%; LOs 1 & 2) Analysis and presentation of data (20%; LOs 1, 2, 4 & 5)
<b>Course Organiser</b> Jessica Martin	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> Unit A: <ul style="list-style-type: none"> <li>• Introductory research skills (e.g. critiquing skills, research question development)</li> <li>• Computer skills (e.g. Excel, Word, PowerPoint)</li> <li>• Presentation skills (e.g. scientific style, referencing).</li> </ul> Unit B: <ul style="list-style-type: none"> <li>• Types of data</li> <li>• Processing and &amp; preparing data</li> <li>• Storing data and data security</li> </ul> Unit C: <ul style="list-style-type: none"> <li>• Hypothesis testing</li> <li>• Probability</li> <li>• Descriptive statistics</li> <li>• Data visualisation (graphics)</li> </ul> Unit D: <ul style="list-style-type: none"> <li>• Experimental design</li> <li>• Sample size</li> <li>• Power</li> <li>• Survey design and sampling</li> </ul>
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b> Research Methods and Study Design begins with a focus on foundation concepts, which must be understood and appreciated by professional scientists in a veterinary context. Emphasis is placed on the concept of scientific investigation including the importance of collecting data of the highest possible quality and gaining the appropriate ethical approval. Once collected data must be analysed efficiently

	<p>using appropriate statistical methods and the principles of statistical methods are presented. Once analysed, data must be written up and the skills and methods required for this are included in the course. At the end of the course participants should feel confident about undertaking further research work at level 11.</p>
<p><b>Collaboration Information</b> n/a</p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> Knowledge and skills will include:</p> <p>A. Research and Enquiry Graduates of the University will be able to create new knowledge and opportunities for learning through the process of research and enquiry. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• be able to identify, define and analyse problems and identify or create processes to solve them</li> <li>• be able to exercise critical judgment in creating new understanding</li> <li>• be ready to ask key questions and exercise rational enquiry</li> <li>• be able to critically assess existing understanding and the limitations of their own knowledge and recognise the need to regularly challenge all knowledge</li> <li>• search for, evaluate and use information to develop their knowledge and understanding</li> <li>• have an informed respect for the principles, methods, standards, values and boundaries of their discipline(s) and the capacity to question these</li> </ul> <p>B. Personal and Intellectual Autonomy Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement</li> <li>• be able to make decisions on the basis of rigorous and independent thought, taking into account ethical and professional issues</li> <li>• be able to use collaboration and debate effectively to test, modify and strengthen their own views</li> <li>• be intellectually curious and able to sustain intellectual interest</li> <li>• be able to respond effectively to unfamiliar problems in unfamiliar contexts</li> </ul> <p>C. Communication Graduates of the University will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning. This may be</p>

	<p>understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• make effective use of written and visual means to critique, negotiate, create and communicate understanding</li> <li>• further their own learning through effective use of the full range of communication approaches</li> <li>• seek and value open feedback to inform genuine self-awareness</li> <li>• recognise the benefits of communicating with those beyond their immediate environments</li> <li>• use effective communication to articulate their skills as identified through self-reflection</li> </ul> <p>D. Personal Effectiveness  Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• appreciate and use talents constructively, demonstrating self-discipline, motivation, adaptability, persistence and professionalism</li> <li>• be able to manage risk while initiating and managing change</li> <li>• be able to flexibly transfer their knowledge, learning, skills and abilities from one context to another</li> <li>• be able to work effectively with others, capitalising on their different thinking, experience and skills</li> </ul>
<p><b>Total contact teaching hours</b>  0 (whole course taught on-line)</p> <p>Directed and independent study - 98  Assessment - 2</p>	<p><b>Study Abroad</b>  No</p>
<p><b>Any costs to be met by students</b>  No</p>	<p><b>Reading List / Learning Resources</b>  TBC</p>
<p><b>Pre-requisites</b>  No</p>	<p><b>Convener of Board of Examiners</b>  TBC</p>
<p><b>Co-requisites</b>  No</p>	<p><b>Display in Visiting Student Prospectus</b>  No</p>
<p><b>Prohibited Combinations</b>  No</p>	<p><b>Course URL</b>  TBC</p>
<p><b>Visiting Students Pre-requisites</b>  n/a</p>	<p><b>URL for Additional Supporting Documents</b>  TBC</p>
<p><b>Summary Course Description</b>  This course covers research skills, scientific methodology, experimentation, data summary and presentation, and statistical methods for analysis. At the end of this course students will be able to apply scientific and statistical methods to actual research projects.</p>	<p><b>Comments (Internal Use Only)</b></p>
<p><b>Keywords</b>  veterinary, research, study design, data, science, communication, evidence-based veterinary medicine</p>	<p><b>High Demand</b>  n/a</p>
<p><b>Fee Code if invoiced at course level</b>  n/a</p>	

Professional and Clinical Skills (Year 1 or 2) – course description VESC11109

<b>Course Name</b> Professional and Clinical Skills for Advanced Veterinary Practice	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1 or 2	<b>Default Delivery Period Course</b> Full time
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the DVetMed programme.	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 11	<b>Learning Outcomes</b> At the end of this module students should be able to: 1. Communicate confidently and effectively in order to achieve their professional objectives and demonstrate the importance of maintaining and developing professional competence. 2. Describe the reasons for maintaining and improving the quality and safety of the service they provide and the means of achieving this. 3. Demonstrate a working knowledge of the roles and responsibilities which veterinary surgeons in general practice have, and the principles and knowledge that underpin these. 4. Demonstrate a working knowledge of the principles of emergency care (including first aid, pain relief, euthanasia and emergency slaughter) in all species that might be encountered by veterinarians in general practice. 5. Interpret and appraise their obligations towards animal welfare and professional conduct as laid down in the RCVS Guide to Professional Conduct.
<b>Home Subject Area</b> Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> Summative assessment: Two essays (max 1500 words each; all LOs) Learning diary (200-250 words x 6 posts all LOs) Participation in weekly activities (all LOs)  Formative assessment: First essay submitted in advance for feedback to assist with preparation of remaining essays. Peer and tutor feedback on weekly activities  The Royal College of Veterinary Surgeons will recognise completion of this course as achieving the requirements for the A module of the RCVS Certificate in Advanced Veterinary Practice.
<b>Course Organiser</b> Sharon Boyd	<b>Exam Information</b> n/a
<b>Course Secretary</b> Elizabeth Wright	<b>Syllabus</b> Professional Communication This area of study will focus on aspects of practice communication, including appropriate marketing and digital footprint of the practice and staff.  Emergency Care

	<p>The purpose of this study area is to ensure that principles relating to the emergency care of animals remain as a foundation of advanced practice.</p> <p><b>Animal and Public Health Protection</b> This area of study is intended to ensure that veterinary responsibility for protection of human and animal health is established as a foundation of advanced veterinary practice.</p> <p><b>Animal Welfare, Professional Conduct and Veterinary Ethics</b> This area of study is intended to ensure that welfare and ethical concerns are integrated into all aspects of advanced practice.</p> <p><b>Quality and Safety in Veterinary Practice</b> The aim of this area of study is to encourage students to promote continuous improvement in the quality and safety of their chosen area of veterinary practice.</p> <p><b>Key Professional and Research Skills</b> Key skills provide a foundation for academic, vocational and personal development. Key skills underpin effective performance in a wide range of settings and may assist students to respond more effectively to unfamiliar problems and challenges.</p> <p>The course emphasises three general key skills areas:</p> <ul style="list-style-type: none"> <li>• Communication,</li> <li>• Personal and Professional Development</li> <li>• Research Skills for Personal and Professional Development</li> </ul> <p>Students will be supported in identifying and addressing their own key skill development needs. Opportunities to develop these skills will be embedded within each week of the course.</p>
<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic description)</b> The aim of this module is to develop professional skills by providing a foundation for advanced veterinary practice.</p> <p>Its specific objectives are to:</p> <ul style="list-style-type: none"> <li>• Develop the knowledge and skills required for advanced veterinary practice.</li> <li>• Ensure that students comprehend and can critically apply the professional requirements required of veterinary practitioners.</li> <li>• Develop students as independent learners not just as preparation for further postgraduate study, but also to meet life-long professional and personal learning needs and obligations.</li> </ul>
<p><b>Collaboration Information</b> n/a</p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> Knowledge and skills will include:</p> <p>A. Research and Enquiry Graduates of the University will be able to create new knowledge and opportunities for learning through the</p>



process of research and enquiry. This may be understood in terms of the following:

- be able to identify, define and analyse problems and identify or create processes to solve them
- be able to exercise critical judgment in creating new understanding
- be ready to ask key questions and exercise rational enquiry
- be able to critically assess existing understanding and the limitations of their own knowledge and recognise the need to regularly challenge all knowledge
- search for, evaluate and use information to develop their knowledge and understanding
- have an informed respect for the principles, methods, standards, values and boundaries of their discipline(s) and the capacity to question these
- understand economic, legal, ethical, social, cultural and environmental issues in the use of information
- recognise the importance of reflecting on their learning experiences and be aware of their own learning style

#### B. Personal and Intellectual Autonomy

Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges. This may be understood in terms of the following:

- be able to identify processes and strategies for learning
- be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement
- be able to make decisions on the basis of rigorous and independent thought, taking into account ethical and professional issues
- be able to use collaboration and debate effectively to test, modify and strengthen their own views
- be intellectually curious and able to sustain intellectual interest
- be able to respond effectively to unfamiliar problems in unfamiliar contexts

#### C. Communication

Graduates of the University will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning. This may be understood in terms of the following:

- make effective use of oral, written and visual means to critique, negotiate, create and communicate understanding
- use communication as a tool for collaborating and relating to others

	<ul style="list-style-type: none"> <li>• further their own learning through effective use of the full range of communication approaches</li> <li>• seek and value open feedback to inform genuine self-awareness</li> <li>• recognise the benefits of communicating with those beyond their immediate environments</li> <li>• use effective communication to articulate their skills as identified through self-reflection</li> </ul> <p>D. Personal Effectiveness</p> <p>Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• appreciate and use talents constructively, demonstrating self-discipline, motivation, adaptability, persistence and professionalism</li> <li>• be able to create and harness opportunities</li> <li>• be able to manage risk while initiating and managing change</li> <li>• be responsive to their changing surroundings, being both flexible and proactive</li> <li>• have the confidence to make decisions based on their understandings and their personal and intellectual autonomy</li> <li>• be able to flexibly transfer their knowledge, learning, skills and abilities from one context to another</li> <li>• understand social, cultural, global and environmental responsibilities and issues</li> <li>• be able to work effectively with others, capitalising on their different thinking, experience and skills</li> <li>• work with, manage, and lead others in ways that value their diversity and equality and that encourage their contribution to the organisation and the wider community</li> </ul>
<p><b>Total contact teaching hours</b> 10 – material taught online; direct peer and tutor feedback on formative assessments and weekly activities</p> <p>Directed study - 40 Independent study (including assessed items of work) - 50</p>	<p><b>Study Abroad</b> No</p>
<p><b>Any costs to be met by students</b> No</p>	<p><b>Reading List / Learning Resources</b> <a href="http://resourcelists.ed.ac.uk/lists/6B6E124C-242F-CAA1-7131-3ADDBFDEC50D.html">http://resourcelists.ed.ac.uk/lists/6B6E124C-242F-CAA1-7131-3ADDBFDEC50D.html</a></p>
<p><b>Pre-requisites</b> No</p>	<p><b>Convener of Board of Examiners</b> TBC</p>
<p><b>Co-requisites</b> No</p>	<p><b>Display in Visiting Student Prospectus</b> No</p>
<p><b>Prohibited Combinations</b> No</p>	<p><b>Course URL</b> TBC</p>
<p><b>Visiting Students Pre-requisites</b> n/a</p>	<p><b>URL for Additional Supporting Documents</b> TBC</p>
<p><b>Summary Course Description</b> This module will train students in effective</p>	<p><b>Comments (Internal Use Only)</b></p>

communication, professional behaviours and responsibilities of veterinary surgeons, the principles of emergency care (including first aid, pain relief, euthanasia and emergency slaughter), and obligations for animal welfare and professional conduct.	
<b>Keywords</b> veterinary, professional, communication	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

Veterinary Ethics Course (Year 1 or 2)

<b>Course Name</b> Veterinary Ethics	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1 or 2	<b>Default Delivery Period Course</b> Full time
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine.	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 11	<b>Learning Outcomes</b> 1. Understand and discuss the three main ethical theories 2. Investigate the relationship between ethics and animal welfare 3. Understand concepts of legislation and how it is applied to animals 4. Understand the global applications of animal welfare ethics, policy and law 5. Apply an ethical decision-making framework to analyse problems or justify outcomes
<b>Home Subject Area</b> Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> MCQs (50%; LOs 1, 3 & 4) Essay (30%; all LOs) Scientific study critique (20%; all LOs)
<b>Course Organiser</b> TBC	<b>Exam Information</b> n/a
<b>Course Secretary</b> TBC	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b>  The aim of the course is to enable the student to extend and consolidate clinical knowledge and skills gained at undergraduate level, and to develop an in-depth understanding of the application of that knowledge in a practice environment in relation to animal welfare science, ethics and law. This area of study is intended to ensure that welfare and ethical concerns are integrated into all aspects of practice.  At the end of the course students will be able to apply existing ethical frameworks to animal welfare challenges, and be able to construct an ethical decision-making framework using ethical theory and apply it to the analysis of presenting problems, or to justify outcomes and opinions.
<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b>  Knowledge and skills will include:  A. Research and Enquiry Graduates of the University will be able to create new

knowledge and opportunities for learning through the process of research and enquiry. This may be understood in terms of the following:

- be able to identify, define and analyse problems and identify or create processes to solve them
- be able to exercise critical judgment in creating new understanding
- be ready to ask key questions and exercise rational enquiry
- be able to critically assess existing understanding and the limitations of their own knowledge and recognise the need to regularly challenge all knowledge
- search for, evaluate and use information to develop their knowledge and understanding
- have an informed respect for the principles, methods, standards, values and boundaries of their discipline(s) and the capacity to question these
- understand economic, legal, ethical, social, cultural and environmental issues in the use of information

#### B. Personal and Intellectual Autonomy

Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges. This may be understood in terms of the following:

- be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement
- be able to make decisions on the basis of rigorous and independent thought, taking into account ethical and professional issues
- be able to use collaboration and debate effectively to test, modify and strengthen their own views
- be intellectually curious and able to sustain intellectual interest
- be able to respond effectively to unfamiliar problems in unfamiliar contexts

#### C. Communication

Graduates of the University will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning. This may be understood in terms of the following:

- make effective use of oral, written and visual means to critique, negotiate, create and communicate understanding
- use communication as a tool for collaborating and relating to others
- further their own learning through effective use of the full range of communication approaches
- seek and value open feedback to inform genuine self-awareness

	<ul style="list-style-type: none"> <li>recognise the benefits of communicating with those beyond their immediate environments</li> <li>use effective communication to articulate their skills as identified through self-reflection</li> </ul> <p>D. Personal Effectiveness  Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>appreciate and use talents constructively, demonstrating self-discipline, motivation, adaptability, persistence and professionalism</li> <li>be able to manage risk while initiating and managing change</li> <li>be able to flexibly transfer their knowledge, learning, skills and abilities from one context to another</li> <li>understand social, cultural, global and environmental responsibilities and issues</li> <li>be able to work effectively with others, capitalising on their different thinking, experience and skills</li> </ul>
<b>Total contact teaching hours</b> 0 (whole course taught online)  Directed and Independent study – 98 Assessment - 2	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> TBC
<b>Pre-requisites</b> No	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre-requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> Online veterinary ethics course, covering welfare and ethical concerns that can be integrated into all aspects of practice.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> veterinary, ethics, welfare, animal welfare, science	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

## YEAR 2 COURSES (Core)

<b>Course Name</b> Specialist clinical skills 2	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 2	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine, who have completed the Specialist Clinical Skills 1 course.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 100	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate good understanding of many of the responsibilities of a specialist in their chosen subject, and second year intermediate specialist SCQF level 12 knowledge, as well as the ability to implement these.</li> <li>2. Perform subject specific intermediate SCQF level 12 specialist practical/technical tasks with limited supervision as well as some advanced procedures under close supervision.</li> <li>3. Critically assess and reflect on reported approaches to intermediate SCQF level 12 clinical tasks and use this information to formulate plans and justify these to subject specialists.</li> <li>4. Identify, then evaluate, criticise and appraise the literature associated with intermediate SCQF level 12 specialist clinical tasks and convey this information to others.</li> <li>5. Explain subject related information to other professionals, and lay people, both verbally and in writing.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> <ol style="list-style-type: none"> <li>1. Portfolio (45%)  To consist of: <ol style="list-style-type: none"> <li>a. A case log summarizing numbers of weeks on clinics, details of cases seen and level of involvement. (15%; LOs 1 &amp; 2)</li> <li>b. A selection of clinical reports or letters to demonstrating background research and understanding of second year specialist SCQF level 12 cases. Subject knowledge and writing ability will be assessed. (25%; LOs 1, 3, 4 &amp; 5)</li> <li>c. A written reflection of their performance across the assessed tasks. (5%; LOs 2, 3 &amp; 4)</li> </ol> </li> <li>2. Observed clinical tasks (30%; LO 2)  A list of subject specific second year intermediate SCQF level 12 specialist clinical tasks will be observed during either clinical work or practical laboratories. These will be signed off once they are adequately completed by the student.</li> <li>3. Viva/practical (10%; LOs 1-5)  Towards the end of the year the student will undergo a viva/practical examination. This will be related to subject specific topics and techniques (suitable for the second year of training).</li> <li>4. Online MCQ (5%; LOs 3 &amp; 4)  Specialist SCQF level 12 questions, subsequent to which the student should discuss their performance with their supervisor.</li> <li>5. Supervisor statement (10%; LOs 1-5)</li> </ol>
<b>Course Organiser</b> Richard Reardon	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a



<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic description)</b></p> <p>This core course will include:</p> <ul style="list-style-type: none"> <li>• Continued experience in the specialty, through observation and practice of level 12 specialist clinical work.</li> <li>• Hands on experience of subject specific second year intermediate level 12 specialist practical and technical skills.</li> <li>• One to one teaching with clinical specialists.</li> <li>• Continued training in report writing and effective communication.</li> <li>• Discussion, evaluation and critique of subject specific research (including intermediate to advanced level 12 topics) with clinical specialists.</li> </ul> <p>In this year 2 course, students will undertake a minimum of 25 weeks of supervised subject specific training. During this they will receive further clinical experience (observed and hands on) in the specialty. Having completed the Specialist Clinical Skills 1 course, students will undertake second year intermediate specialist level 12 subject specific clinical tasks with minimal supervision, as well as performing some advanced level tasks under close supervision. Once again the course can be tailored to individual student experience and competence.</p> <p>By continuing to work closely with subject specialists, students will gain further experience of the requirements in that specialty.</p> <p>Students will be expected to be able to undertake defined second year intermediate level 12 specialist clinical and practical tasks by the end of the course, which will be assessed.</p> <p>Students will be required to produce clinical reports and convey information verbally to other professionals and lay people. Their ability to do this appropriately will be assessed and discussed.</p> <p>Students will be encouraged and expected to undertake autonomous background subject reading, and discuss their findings.</p>
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<b>Collaboration Information</b>	<b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically: <ol style="list-style-type: none"> <li>1. Have a good understanding of the responsibilities of a specialist in their chosen subject and a second year intermediate SCQF level 12 specialist subject specific knowledge.</li> <li>2. Be able to perform second year intermediate SCQF level 12 specialist practical/technical tasks within the chosen subject.</li> <li>3. Know how to perform thorough literature searches and critically appraise their findings.</li> <li>4. Be able to explain subject related information to other professionals, and lay people, both verbally and in writing.</li> </ol>
<b>Total contact teaching hours</b> 500 – 1 on 1 tuition and supervision  Directed study - 400 Independent study – 90 Assessment - 10	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> This will be maintained by the specialist leads for each subject area, but there are ample resources in the clinical hospitals, R(D)SVS library and online.
<b>Pre-requisites</b> Specialist clinical skills 1	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre- requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> This core course aims to provide continuation for students who have completed Specialist clinical skills 1, providing further hands on experience and one to one tuition with subject specialists.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical training; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Veterinary Academic Practice 2	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 2	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine programme, who have completed the Veterinary Academic Practice 1 course.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the principles of effective clinical and didactic teaching and assessment.</li> <li>2. Perform small group teaching sessions to undergraduate students and provide student feedback.</li> <li>3. Identify and use resources (physical and theoretical) designed to facilitate clinical teaching and assessment.</li> <li>4. Construct and implement a new teaching session.</li> <li>5. Analyse and reflect on teaching sessions given by themselves.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b>
<b>Other Subject Area</b> n/a	<b>Components of Assessment</b>  1. Portfolio (70%; LOs 1-5) To consist of a teaching log summarizing: <ol style="list-style-type: none"> <li>a. Numbers and types of teaching sessions attended.</li> <li>b. Numbers and types of teaching sessions given.</li> <li>c. Numbers and types of student assessments performed.</li> <li>d. A reflective summary of their own teaching.</li> </ol> 2. Observed teaching (30%; LOs 1-5) A teaching session constructed and performed by the student will be observed and assessed
<b>Course Organiser</b> Carolyn Morton	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a

<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic d escription)</b></p> <p>This core course will include:</p> <ul style="list-style-type: none"> <li>• Observation of multiple forms of clinical teaching.</li> <li>• Practical experience of clinical teaching and student assessment.</li> <li>• Practical experience of preparing and giving a clinical teaching session.</li> <li>• Reflection on their own teaching.</li> <li>• Feedback from others on their teaching.</li> <li>• Attendance at a selection of VMED workshops.</li> <li>• The possibility of enrolling for the Edinburgh Teaching Award</li> </ul> <p>In this year 2 course, students will receive further training in the fundamentals of clinical teaching and assessment. They will continue to observe multiple forms of clinical teaching by experienced teaching staff, as well as undertaking clinical teaching and assessment themselves, informally reviewed by senior clinicians.</p> <p>Additionally, students will prepare and give a teaching session, which will be formally assessed. Students will be encouraged and expected to undertake autonomous background subject reading, and include their findings in their planned teaching sessions, critiques and reflective summary. Students will be expected to attend at least 1 workshop (agreed on by their supervisor) from VMED.</p> <p>Depending on availability, and with supervisor approval students will have the opportunity to enrol for the Edinburgh Teaching Award, working towards their Associate Fellowship of the Higher Education Academy.</p>
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<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically: <ol style="list-style-type: none"> <li>1. Have an understanding of the principles and forms of clinical and other teaching and assessment.</li> <li>2. Be able to perform small group clinical teaching sessions and student assessments.</li> <li>3. Be able to locate resources (such as IT tools or references) to help support their clinical teaching.</li> <li>4. Be able to construct and administer a new clinical teaching session</li> <li>5. Have the ability to self-reflect on teaching sessions given.</li> </ol>
<b>Total contact teaching hours</b> 60 – at least 1 VMED workshop (2-4 hours); remainder 1 on 1 tuition and supervision  Directed and Independent study – 39 Assessment - 1	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> Maintained by VMED. There are multiple courses and workshops available as well as online learning resources.
<b>Pre-requisites</b> Veterinary academic practice 1	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre- requisites</b> n/a	<b>URL for Additional Supporting Documents</b> <a href="http://www.ed.ac.uk/vet/veterinary-medical-education-division">http://www.ed.ac.uk/vet/veterinary-medical-education-division</a>
<b>Summary Course Description</b> This year 2 core course will provide further teaching observation, as well as hands on teaching and student assessment, which will be supplemented with taught courses to build on the teaching from year 1.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical, Academic practice; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Research project part 1	<b>Default Course Mode of Study</b> n/a
<b>Normal Year Taken</b> Postgraduate year 2	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is available to students registered for DVetMed programme who have completed the Research proposal: Veterinary Medicine course.	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 40	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> The student will be able to: <ol style="list-style-type: none"><li>1. Demonstrate an understanding of the chosen research area</li><li>2. Carry out a range of experimental techniques required for his/her proposed research project and demonstrate understanding of how these techniques work.</li><li>3. Design appropriate controls and understand limitations of the experiments</li><li>4. Prepare detailed standard operating procedures (SOPs) for chosen techniques</li><li>5. Demonstrate the ability to interact and work as part of a research team</li></ol>
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b>  Presentation describing research area, research methods and results of experiments (80%; all LOs)  Written plan for subsequent year (20%; LOs 1, 3 & 4)
<b>Course Organiser</b> Adrian Philbey	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b> <ul style="list-style-type: none"><li>• The student will develop an understanding of a chosen area of veterinary research.</li><li>• The student will learn how to carry out a range of techniques for investigating a scientific hypothesis in the chosen subject area.</li><li>• He/she will develop the ability to work with others as part of a research team.</li><li>• He/she will have an understanding of the legal requirements for research either in a laboratory or in the use of data (e.g. ethics, licences, health and safety).</li></ul>
<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b> Knowledge and skills will include:

	<ul style="list-style-type: none"> <li>• Understanding of critical questions to be addressed in designing a research project</li> <li>• Laboratory technical skills and an understanding of how these skills can be used to prove or disprove an hypothesis</li> <li>• Understanding of the ethical and legal requirements which govern research laboratories</li> <li>• Understanding of the importance of experimental design</li> <li>• Ability to critically assess experimental outcome</li> <li>• Ability to present research data professionally</li> </ul>
<p><b>Total contact teaching hours</b> 40 – discussion of project, outcomes, planning and lab skills with the project supervisors</p> <p>Directed study - 59 Independent study – 300 Assessment - 1</p>	<p><b>Study Abroad</b> Yes; subject to approval from the course organiser and project supervisor</p>
<p><b>Any costs to be met by students</b> No additional tuition/training-related costs. For external placements, any costs met by the student will relate to travel and subsistence expenditure. This will vary between placements and will be partly dependent on the availability of, and success in securing, additional funding (e.g. travel grants, bursaries etc.).</p>	<p><b>Reading List / Learning Resources</b> Will depend on the project, but online, library and other resources are widely available through the university.</p>
<p><b>Pre-requisites</b> Research proposal: Veterinary Medicine</p>	<p><b>Convener of Board of Examiners</b> TBC</p>
<p><b>Co-requisites</b> No</p>	<p><b>Display in Visiting Student Prospectus</b> No</p>
<p><b>Prohibited Combinations</b> No</p>	<p><b>Course URL</b> TBC</p>
<p><b>Visiting Students Pre-requisites</b> n/a</p>	<p><b>URL for Additional Supporting Documents</b> TBC</p>
<p><b>Summary Course Description</b> This course comprises the first part of the major research component of the DVetMed, in which students will develop and undertake a high quality original hypothesis-driven research project relevant to their chosen specialty in veterinary medicine.</p>	<p><b>Comments (Internal Use Only)</b></p>
<p><b>Keywords</b> veterinary, research, professional training</p>	<p><b>High demand:</b> n/a</p>
<p><b>Fee Code if invoiced at course level</b> n/a</p>	



Professional and Clinical Skills (if not taken in Year 1) – course description VESC11109

<b>Course Name</b> Professional and Clinical Skills for Advanced Veterinary Practice	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1 or 2	<b>Default Delivery Period Course</b> Full time
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine.	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 11	<b>Learning Outcomes</b> At the end of this module students should be able to: 1. Communicate confidently and effectively in order to achieve their professional objectives and demonstrate the importance of maintaining and developing professional competence. 2. Describe the reasons for maintaining and improving the quality and safety of the service they provide and the means of achieving this. 3. Demonstrate a working knowledge of the roles and responsibilities which veterinary surgeons in general practice have, and the principles and knowledge that underpin these. 4. Demonstrate a working knowledge of the principles of emergency care (including first aid, pain relief, euthanasia and emergency slaughter) in all species that might be encountered by veterinarians in general practice. 5. Interpret and appraise their obligations towards animal welfare and professional conduct as laid down in the RCVS Guide to Professional Conduct.
<b>Home Subject Area</b> Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> Summative assessment: Two essays (max 1500 words each; all LOs) Learning diary (200-250 words x 6 posts; all LOs) Participation in weekly activities (all LOs)  Formative assessment: First essay submitted in advance for feedback to assist with preparation of remaining essays. Peer and tutor feedback on weekly activities  The Royal College of Veterinary Surgeons will recognise completion of this course as achieving the requirements for the A module of the RCVS Certificate in Advanced Veterinary Practice.
<b>Course Organiser</b> Sharon Boyd	<b>Exam Information</b> n/a
<b>Course Secretary</b> Elizabeth Wright	<b>Syllabus</b> Professional Communication This area of study will focus on aspects of practice communication, including appropriate marketing and digital footprint of the practice and staff.  Emergency Care

	<p>The purpose of this study area is to ensure that principles relating to the emergency care of animals remain as a foundation of advanced practice.</p> <p><b>Animal and Public Health Protection</b> This area of study is intended to ensure that veterinary responsibility for protection of human and animal health is established as a foundation of advanced veterinary practice.</p> <p><b>Animal Welfare, Professional Conduct and Veterinary Ethics</b> This area of study is intended to ensure that welfare and ethical concerns are integrated into all aspects of advanced practice.</p> <p><b>Quality and Safety in Veterinary Practice</b> The aim of this area of study is to encourage students to promote continuous improvement in the quality and safety of their chosen area of veterinary practice.</p> <p><b>Key Professional and Research Skills</b> Key skills provide a foundation for academic, vocational and personal development. Key skills underpin effective performance in a wide range of settings and may assist students to respond more effectively to unfamiliar problems and challenges.</p> <p>The course emphasises three general key skills areas:</p> <ul style="list-style-type: none"> <li>• Communication,</li> <li>• Personal and Professional Development</li> <li>• Research Skills for Personal and Professional Development</li> </ul> <p>Students will be supported in identifying and addressing their own key skill development needs. Opportunities to develop these skills will be embedded within each week of the course.</p>
<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic description)</b> The aim of this module is to develop professional skills by providing a foundation for advanced veterinary practice.</p> <p>Its specific objectives are to:</p> <ul style="list-style-type: none"> <li>• Develop the knowledge and skills required for advanced veterinary practice.</li> <li>• Ensure that students comprehend and can critically apply the professional requirements required of veterinary practitioners.</li> <li>• Develop students as independent learners not just as preparation for further postgraduate study, but also to meet life-long professional and personal learning needs and obligations.</li> </ul>
<p><b>Collaboration Information</b> n/a</p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> Knowledge and skills will include: A. Research and Enquiry Graduates of the University will be able to create new knowledge and opportunities for learning through the process of research and enquiry. This may be</p>

understood in terms of the following:

- be able to identify, define and analyse problems and identify or create processes to solve them
- be able to exercise critical judgment in creating new understanding
- be ready to ask key questions and exercise rational enquiry
- be able to critically assess existing understanding and the limitations of their own knowledge and recognise the need to regularly challenge all knowledge
- search for, evaluate and use information to develop their knowledge and understanding
- have an informed respect for the principles, methods, standards, values and boundaries of their discipline(s) and the capacity to question these
- understand economic, legal, ethical, social, cultural and environmental issues in the use of information
- recognise the importance of reflecting on their learning experiences and be aware of their own learning style

#### B. Personal and Intellectual Autonomy

Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges. This may be understood in terms of the following:

- be able to identify processes and strategies for learning
- be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement
- be able to make decisions on the basis of rigorous and independent thought, taking into account ethical and professional issues
- be able to use collaboration and debate effectively to test, modify and strengthen their own views
- be intellectually curious and able to sustain intellectual interest
- be able to respond effectively to unfamiliar problems in unfamiliar contexts

#### C. Communication

Graduates of the University will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning. This may be understood in terms of the following:

- make effective use of oral, written and visual means to critique, negotiate, create and communicate understanding
- use communication as a tool for collaborating and relating to others
- further their own learning through effective use

	<p>of the full range of communication approaches</p> <ul style="list-style-type: none"> <li>• seek and value open feedback to inform genuine self-awareness</li> <li>• recognise the benefits of communicating with those beyond their immediate environments</li> <li>• use effective communication to articulate their skills as identified through self-reflection</li> </ul> <p>D. Personal Effectiveness  Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• appreciate and use talents constructively, demonstrating self-discipline, motivation, adaptability, persistence and professionalism</li> <li>• be able to create and harness opportunities</li> <li>• be able to manage risk while initiating and managing change</li> <li>• be responsive to their changing surroundings, being both flexible and proactive</li> <li>• have the confidence to make decisions based on their understandings and their personal and intellectual autonomy</li> <li>• be able to flexibly transfer their knowledge, learning, skills and abilities from one context to another</li> <li>• understand social, cultural, global and environmental responsibilities and issues</li> <li>• be able to work effectively with others, capitalising on their different thinking, experience and skills</li> <li>• work with, manage, and lead others in ways that value their diversity and equality and that encourage their contribution to the organisation and the wider community</li> </ul>
<b>Total contact teaching hours</b> 10  30 - Directed study and learning 60 – Independent study and learning	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> <a href="http://resourcelists.ed.ac.uk/lists/6B6E124C-242F-CAA1-7131-3ADDBFDEC50D.html">http://resourcelists.ed.ac.uk/lists/6B6E124C-242F-CAA1-7131-3ADDBFDEC50D.html</a>
<b>Pre-requisites</b> No	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre-requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> This module will train students in effective communication, professional behaviours and responsibilities of veterinary surgeons, the principles of emergency care (including first aid, pain relief, euthanasia and	<b>Comments (Internal Use Only)</b>

emergency slaughter), and obligations for animal welfare and professional conduct.	
<b>Keywords</b> veterinary, professional, communication	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

Veterinary Ethics Course (if not taken in Year 1)

<b>Course Name</b> Veterinary Ethics	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1 or 2	<b>Default Delivery Period Course</b> Full time
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine.	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 11	<b>Learning Outcomes</b> 1. Understand and discuss the three main ethical theories 2. Investigate the relationship between ethics and animal welfare 3. Understand concepts of legislation and how it is applied to animals 4. Understand the global applications of animal welfare ethics, policy and law 5. Apply an ethical decision-making framework to analyse problems or justify outcomes
<b>Home Subject Area</b> Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> MCQs (50%; LOs 1, 3 & 4) Essay (30%; all LOs) Scientific study critique (20%; all LOs)
<b>Course Organiser</b> TBC	<b>Exam Information</b> n/a
<b>Course Secretary</b> TBC	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b>  The aim of the course is to enable the student to extend and consolidate clinical knowledge and skills gained at undergraduate level, and to develop an in-depth understanding of the application of that knowledge in a practice environment in relation to animal welfare science, ethics and law. This area of study is intended to ensure that welfare and ethical concerns are integrated into all aspects of practice.  At the end of the course students will be able to apply existing ethical frameworks to animal welfare challenges, and be able to construct an ethical decision-making framework using ethical theory and apply it to the analysis of presenting problems, or to justify outcomes and opinions.
<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b>  Knowledge and skills will include:  A. Research and Enquiry Graduates of the University will be able to create new knowledge and opportunities for learning through the process of research and enquiry. This may be

understood in terms of the following:

- be able to identify, define and analyse problems and identify or create processes to solve them
- be able to exercise critical judgment in creating new understanding
- be ready to ask key questions and exercise rational enquiry
- be able to critically assess existing understanding and the limitations of their own knowledge and recognise the need to regularly challenge all knowledge
- search for, evaluate and use information to develop their knowledge and understanding
- have an informed respect for the principles, methods, standards, values and boundaries of their discipline(s) and the capacity to question these
- understand economic, legal, ethical, social, cultural and environmental issues in the use of information

#### B. Personal and Intellectual Autonomy

Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges. This may be understood in terms of the following:

- be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement
- be able to make decisions on the basis of rigorous and independent thought, taking into account ethical and professional issues
- be able to use collaboration and debate effectively to test, modify and strengthen their own views
- be intellectually curious and able to sustain intellectual interest
- be able to respond effectively to unfamiliar problems in unfamiliar contexts

#### C. Communication

Graduates of the University will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning. This may be understood in terms of the following:

- make effective use of oral, written and visual means to critique, negotiate, create and communicate understanding
- use communication as a tool for collaborating and relating to others
- further their own learning through effective use of the full range of communication approaches
- seek and value open feedback to inform genuine self-awareness
- recognise the benefits of communicating with those beyond their immediate environments

	<ul style="list-style-type: none"> <li>• use effective communication to articulate their skills as identified through self-reflection</li> </ul> <p>D. Personal Effectiveness  Graduates of the University will be able to effect change and be responsive to the situations and environments in which they operate. This may be understood in terms of the following:</p> <ul style="list-style-type: none"> <li>• appreciate and use talents constructively, demonstrating self-discipline, motivation, adaptability, persistence and professionalism</li> <li>• be able to manage risk while initiating and managing change</li> <li>• be able to flexibly transfer their knowledge, learning, skills and abilities from one context to another</li> <li>• understand social, cultural, global and environmental responsibilities and issues</li> <li>• be able to work effectively with others, capitalising on their different thinking, experience and skills</li> </ul>
<b>Total contact teaching hours</b> 0 (whole course taught online)  Directed and Independent study – 98 Assessment – 2	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> TBC
<b>Pre-requisites</b> No	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre-requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> Online veterinary ethics course, covering welfare and ethical concerns that can be integrated into all aspects of practice.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> veterinary, ethics, welfare, animal welfare, science	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	



## YEAR 3 COURSES (Core):

<b>Course Name</b> Specialist clinical skills 3	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 3	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine, who have completed the Specialist Clinical Skills 1 and 2 courses.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 100	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate good understanding of the majority of the responsibilities of a specialist in their chosen subject, advanced SCQF level 12 subject specific knowledge, and the ability to implement these.</li> <li>2. Perform subject intermediate SCQF level 12 specific practical/technical tasks with limited supervision as well as some advanced SCQF level 12 procedures under supervision.</li> <li>3. Critically assess reported approaches to advanced SCQF level 12 clinical tasks and use this information to formulate plans and complete tasks with justification.</li> <li>4. Identify, then evaluate, criticise and appraise the literature associated with advanced SCQF level 12 clinical tasks and convey this information to others.</li> <li>5. Explain advanced SCQF level 12 subject related information to other professionals, as well as lay people, both verbally and in writing.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> <ol style="list-style-type: none"> <li>1. Portfolio (40%)            To consist of:           <ol style="list-style-type: none"> <li>a. A case log summarizing numbers of weeks on clinics, details of cases seen and level of involvement. (10% LOs 1 &amp; 2)</li> <li>b. A selection of clinical reports or letters, relating to advanced level clinical work, demonstrating background research and understanding. Subject knowledge and writing ability will be assessed (25%; LOs 1-5).</li> <li>c. A written reflection of their performance across the assessed tasks (5%; LOs 3 &amp; 4).</li> </ol> </li> <li>2. Observed clinical tasks (30%; LOs 1 &amp; 2)            A list of subject specific intermediate to advanced SCQF level 12 clinical tasks will be observed (by a subject specialist) during either clinical work or practical laboratories. These will be signed off once they are adequately completed by the student.</li> <li>3. Viva/practical (10%; LOs 1-5)            Towards the end of the year the student will undergo a viva/practical examination. This will be related to intermediate to advanced SCQF level 12 subject specific topics and techniques suitable for the third year of training.</li> <li>4. Online MCQ (10%; LOs 1 &amp; 4)            Intermediate to advanced SCQF level 12 specialist level MCQ questions, subsequent to which the student should discuss their performance with their supervisor.</li> <li>5. Supervisor statement (10%; LOs 1-5)            A written assessment of the student's overall clinical progression will be provided</li> </ol>
<b>Course Organiser</b> Richard Reardon	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a

<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic description)</b></p> <p>This core course will include:</p> <ul style="list-style-type: none"> <li>• Continued experience in the specialty, through observation and practice of specialist level 12 clinical work.</li> <li>• Hands on experience of subject specific advanced level 12 practical and technical skills.</li> <li>• One to one teaching with clinical specialists.</li> <li>• Continued training in report writing and effective communication.</li> <li>• Discussion, evaluation and critique of subject specific research with clinical specialists.</li> </ul> <p>In this year 3 course, students will undertake a minimum of 25 weeks of supervised subject specific training. During this they will receive further clinical experience (observed and hands on) in the specialty. Having completed the Specialist Clinical Skills 1 and 2 courses, students will undertake baseline and intermediate specialist level 12 subject specific clinical tasks with minimal supervision, as well as performing some advanced level 12 tasks under close supervision. Once again the course and practical training can be tailored to individual student experience and competence.</p> <p>By continuing to work closely with subject specialists, students will gain further experience of the requirements in that specialty.</p> <p>Students will be expected to be able to undertake defined advanced level clinical and practical tasks by the end of the course, which will be assessed.</p> <p>Students will be required to produce clinical reports and convey advanced level information verbally to other professionals as well as lay people. Their ability to do these appropriately will be assessed and discussed with their principal supervisor.</p> <p>Students will be encouraged and expected to undertake autonomous background subject reading, discuss their findings with their supervisor and make use of the information obtained in a clinical setting.</p>
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<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically: <ol style="list-style-type: none"> <li>1. Have a good understanding of the majority of the responsibilities of a specialist in their chosen subject and an advanced level subject specific knowledge.</li> <li>2. Be able to perform certain advanced level 12 practical/technical tasks within the chosen subject.</li> <li>3. Know how to perform thorough literature searches, critically appraise their findings and put those findings to use in their clinical practice.</li> <li>4. Be able to explain advanced level 12 subject related information to other professionals, as well as lay people, both verbally and in writing.</li> </ol>
<b>Total contact teaching hours</b> 400 - 1 on 1 tuition and supervision  Directed study – 500 Independent study – 90	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> This will be maintained by the specialist leads for each subject area, but there are ample resources in the clinical hospitals, R(D)SVS library and online.
<b>Pre-requisites</b> Specialist clinical skills 1 & 2	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre- requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> This core course aims to provide continuation for students who have completed Specialist clinical skills 1 and 2, providing further hands on experience and one to one tuition with subject specialists.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical training; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Veterinary Academic Practice 3	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 3	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the professional doctorate in veterinary medicine programme, who have completed the Veterinary Academic Practice 1 and 2 courses.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Undertake a range of teaching formats such as: small group teaching sessions, poster presentations and lectures.</li> <li>2. Identify and use resources (physical and theoretical) designed to facilitate clinical teaching.</li> <li>3. Construct and implement a new teaching session.</li> <li>4. Demonstrate understanding of the use of feedback, by obtaining feedback from students following a teaching session and reflecting on it.</li> <li>5. Analyse and reflect on teaching sessions given and feedback obtained.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b>
<b>Other Subject Area</b> No	<b>Components of Assessment</b> <ol style="list-style-type: none"> <li>1. Portfolio (80%; all LOs)  To consist of a teaching log summarizing: <ol style="list-style-type: none"> <li>a. Numbers and types of teaching sessions attended/given.</li> <li>b. Numbers and types of student assessments performed.</li> <li>c. Student feedback, with details of how it was obtained.</li> <li>d. A reflective summary of their own teaching and response to feedback obtained.</li> </ol> </li> <li>2. Observed teaching (20%; all LOs)  A new teaching session constructed and performed by the student will be observed and assessed.</li> </ol>
<b>Course Organiser</b> Carolyn Morton	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b> <p>This core course will include:</p> <ul style="list-style-type: none"> <li>• Observation and practical experience of multiple forms of clinical teaching.</li> <li>• Practical experience of preparing and giving a teaching session and obtaining feedback.</li> <li>• Feedback from others on their teaching.</li> <li>• The opportunity to reflect on their own teaching and feedback.</li> <li>• Attendance of a selection of VMED workshops.</li> <li>• The possibility of enrolling for the Edinburgh teaching award</li> </ul> <p>In this year 3 course, students will receive further training in clinical teaching and assessment. They will continue to observe multiple forms of clinical teaching, as well as undertaking different types of teaching and assessment themselves, informally reviewed by senior clinicians.</p> <p>Additionally, students will prepare and give a teaching session (different to that in year 2), which will be formally assessed. In this course they will also have to obtain and reflect on feedback from those they have taught. Autonomous background subject reading will be encouraged and guided. Students will be expected to attend at least 1 workshop (agreed on by their supervisor) from VMED.</p> <p>Depending on availability, and with supervisor approval students will have the opportunity to enrol or continue working towards the Edinburgh Teaching Award, working towards an Associate Fellowship of the Higher Education Academy.</p>

<b>Collaboration Information</b>	<b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically: <ol style="list-style-type: none"> <li>1. Have experience of performing multiple forms of clinical teaching.</li> <li>2. Be able to use resources (such as IT tools or references) to help support their clinical teaching.</li> <li>3. Be able to construct and administer a new clinical teaching session.</li> <li>4. Obtain student feedback from a teaching session.</li> <li>5. Have the ability to use self-reflection to build on feedback obtained from teaching sessions.</li> </ol>
<b>Total contact teaching hours</b> 60 – at least 1 VMED workshop (2-4 hours); the remainder 1 on 1 tuition and supervision  Directed and Independent study – 39 Assessment – 1	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> Maintained by VMED. There are multiple courses and workshops available as well as online learning resources.
<b>Pre-requisites</b> Veterinary Academic Practice 1 & 2	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre- requisites</b> n/a	<b>URL for Additional Supporting Documents</b> <a href="http://www.ed.ac.uk/vet/veterinary-medical-education-division">http://www.ed.ac.uk/vet/veterinary-medical-education-division</a>
<b>Summary Course Description</b> This year 3 core course will provide further experience of veterinary teaching (observation and hands on) and student assessment, and will include collection of feedback from those they teach. Taught courses will be available to build on the teaching from years1 and 2.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical, Academic practice; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Research project part 2	<b>Default Course Mode of Study</b> n/a
<b>Normal Year Taken</b> Year 3	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> Course is available to students registered for DVetMed programme	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 40	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> The student will be able to:  1. Demonstrate a thorough understanding of the chosen research area 2. Design and carry out experiments independently 3. Present the results of a research project in critical and scholarly way 4. Demonstrate the ability to interact and work as part of a research team
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b>  Presentation describing research area, results obtained and future plans (80%; all LOs)  Written plan and dissertation outline (20%; LO 1 & 3)
<b>Course Organiser</b> Adrian Philbey	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b> <ul style="list-style-type: none"> <li>The student will develop a specialised knowledge and understanding of a chosen area of veterinary research.</li> <li>The student will design and carry out a range of experiments to investigate a scientific hypothesis in the chosen subject area.</li> <li>He/she will develop an understanding of the attributes of a scientist and the requirements for scientific rigour necessary to reach conclusions and advance understanding.</li> <li>He/she will develop the ability to work with others as part of a research team.</li> </ul>
<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b>  Knowledge and skills will include: <ul style="list-style-type: none"> <li>Understanding of critical questions to be addressed in designing a research project</li> <li>Good laboratory skills and an</li> </ul>



	<p>understanding of how these skills can be used to prove or disprove an hypothesis</p> <ul style="list-style-type: none"> <li>• Understanding of the ethical and legal requirements which govern research laboratories</li> <li>• Understanding of the importance of experimental design</li> <li>• Ability to critically assess experimental outcome</li> <li>• Ability to present research data professionally</li> </ul>
<p><b>Total contact teaching hours</b> 40; direct supervision, discussion of project, dissertation, presentation and publication, resources, funding &amp; planning and lab training with the project supervisors</p> <p>Directed study - 59 Independent study – 300 Assessment - 1</p>	<p><b>Study Abroad</b> Yes; subject to approval from the course organiser and project supervisor</p>
<p><b>Any costs to be met by students</b> No additional tuition/training-related costs. For external placements, any costs met by the student will relate to travel and subsistence expenditure. This will vary between placements and will be partly dependent on the availability of, and success in securing, additional funding (e.g. travel grants, bursaries etc.).</p>	<p><b>Reading List / Learning Resources</b> Will depend on the project, but online, library and other resources are widely available through the university</p>
<p><b>Pre-requisites</b> Research proposal: veterinary medicine Research project: veterinary medicine 1</p>	<p><b>Convener of Board of Examiners</b> TBC</p>
<p><b>Co-requisites</b> No</p>	<p><b>Display in Visiting Student Prospectus</b> No</p>
<p><b>Prohibited Combinations</b> No</p>	<p><b>Course URL</b> TBC</p>
<p><b>Visiting Students Pre-requisites</b> n/a</p>	<p><b>URL for Additional Supporting Documents</b> TBC</p>
<p><b>Summary Course Description</b> This course comprises the second part of the major research component of the DVetMed, in which students will continue to undertake a high quality hypothesis-driven original research project relevant to their chosen specialty in veterinary medicine.</p>	<p><b>Comments (Internal Use Only)</b></p>
<p><b>Keywords</b> veterinary, research, professional training</p>	<p><b>High demand</b> n/a</p>
<p><b>Fee Code if invoiced at course level</b> n/a</p>	

<b>Course Name</b> Specialist level clinical case reports	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> Years 3 or 4	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on DVetMed programme	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 30	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Ability to analyse and manage complex advanced SCQF level 12 problems within their specialty, using evidence based best practice.</li> <li>2. Awareness of their professional responsibilities and the ability to work within their clinical competence.</li> <li>3. The ability to critique the relative benefits of different approaches to case management appropriate to the specialty.</li> <li>4. Experience of working effectively as part of a multi-disciplinary team.</li> <li>5. Ability to source and critically evaluate evidence within their specialty.</li> <li>6. Specialist SCQF level 12 scientific writing ability and presentation skills.</li> </ol>
<b>Home Subject Area</b> College of Medicine and Veterinary	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> n/a	<b>Components of Assessment</b> <ol style="list-style-type: none"> <li>1. 2 written case reports (max 3000 words) (60%; all LOs)</li> <li>2. Structured <i>Viva Voce</i> (40%; all LOs)</li> </ol>
<b>Course Organiser</b> Tim Nuttall	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a

<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic description)</b></p> <p>In this course students will write fully documented case reports for two cases that they have managed primarily and that demonstrate complex and/or multi-disciplinary management at an advanced specialist level. The cases must be critically discussed in light of up to date published evidence.</p> <p>In addition to the written reports students will be required to present the cases in a structured viva voce, providing students with experience of scientific presentation and defending their work, as well as experience of scientific writing.</p>
<p><b>Collaboration Information</b> n/a</p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically:</p> <ol style="list-style-type: none"> <li>1. Have experience of primarily managing advanced and complex cases in their specialty.</li> <li>2. Be aware of their professional responsibilities and recognise their level of clinical competence.</li> <li>3. Be able to identify evidence based best practice and critique approaches to case management.</li> <li>4. Be able to work effectively as part of a multi-disciplinary team.</li> <li>5. Have experience of scientific writing, presentation and defence of opinions during examination.</li> </ol>
<p><b>Total contact teaching hours</b> 30 direct supervision and formative feedback</p> <p>Directed study - 69 Independent study – 200 Assessment - 1</p>	<p><b>Study Abroad</b> No</p>
<p><b>Any costs to be met by students</b> No</p>	<p><b>Reading List / Learning Resources</b> This will be maintained by the specialist leads for each subject area, but there are ample resources in the clinical hospitals, R(D)SVS library and online.</p>
<p><b>Pre-requisites</b> No</p>	<p><b>Convener of Board of Examiners</b> TBC</p>
<p><b>Co-requisites</b> No</p>	<p><b>Display in Visiting Student Prospectus</b> No</p>
<p><b>Prohibited Combinations</b> No</p>	<p><b>Course URL</b> TBC</p>
<p><b>Visiting Students Pre- requisites</b> n/a</p>	<p><b>URL for Additional Supporting Documents</b> TBC</p>
<p><b>Summary Course Description</b> This course will be taken in years 3 or 4, and will provide students with the experience of writing, presenting and defending two specialist level 12 clinical</p>	<p><b>Comments (Internal Use Only)</b></p>

<b>Keywords</b> Veterinary; Specialist; Clinical, Case Report; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

## Year 4 Courses (Core)

<b>Course Name</b> Specialist clinical skills 4	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> Year 4	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the DVetMed programme who have completed the Specialist clinical skills 1, 2 and 3 courses.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 40	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate a complete ability to manage the responsibilities of a specialist in their chosen subject, and to apply advanced SCQF level 12 subject specific knowledge.</li> <li>2. Perform advanced SCQF level 12 subject specific specialist practical/technical tasks with little or no supervision.</li> <li>3. Produce advanced SCQF level 12 clinical reports, demonstrating communication skills and subject specific knowledge appropriate for a specialist in that area.</li> <li>4. Critique clinical work of students and junior members of staff and provide constructive feedback.</li> <li>5. Explain advanced SCQF level 12 subject related information to other professionals, as well as lay people, both verbally and in writing.</li> <li>6. Train undergraduates, junior staff and lay people in appropriate skills and knowledge.</li> </ol>

<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> No
<b>Other Subject Area</b> No	<b>Components of Assessment</b> 1. Portfolio (80%) To consist of: a. A case log summarizing numbers of weeks on clinics, details of cases seen and level of involvement. (10%; LOs 1 & 2) b. A selection of clinical reports or letters, relating to advanced level 12 clinical work, demonstrating background research and understanding. Subject knowledge and writing ability will be assessed. (70%; LOs 1, 3, 4 & 5) 2. Supervisor statement (20%; LOs 1-5) A written assessment of the student's performance at an advanced level
<b>Course Organiser</b> Richard Reardon	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a

<p><b>% Not taught by this Institution</b></p> <p>0</p>	<p><b>Course Description (academic description)</b></p> <p>This core course will include:</p> <ul style="list-style-type: none"> <li>• Continued experience in the specialty, through practice of specialist level 12 clinical work.</li> <li>• Hands on experience of subject specific advanced level practical and technical skills.</li> <li>• One to one review with clinical specialists.</li> <li>• Further experience of report writing and effective communication.</li> <li>• Management and critique of junior members of clinical staff.</li> <li>• Training of undergraduates, junior staff and lay people.</li> </ul> <p>In this year 4 course, students will undertake a minimum of 10 weeks of supervised subject specific training. Having completed the Specialist clinical skills 1, 2 and 3 courses, students will undertake clinical work at the level of a specialist (level 12), with back up as required. Once again the course and practical training can be tailored to individual student experience and competence.</p> <p>By working at the level of a clinical specialist, students will gain further experience of the requirements in that specialty.</p> <p>Students will be required to produce clinical reports and convey advanced level 12 information verbally to other professionals as well as lay people. They will also be responsible for managing students and junior members of clinical staff.</p> <p>Students will be encouraged and expected to undertake autonomous background subject reading, and make use of the information obtained in a clinical setting.</p>
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<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically: <ol style="list-style-type: none"> <li>1. Have a good understanding of the majority of the responsibilities of a specialist in their chosen subject and an advanced level 12 subject specific knowledge.</li> <li>2. Be able to perform practical/technical tasks at the level of a specialist within the chosen subject.</li> <li>3. Know how to perform thorough literature searches, critically appraise their findings and put those findings to use in their clinical practice.</li> <li>4. Be able to explain advanced level 12 subject related information to other professionals, as well as lay people, both verbally and in writing.</li> <li>5. Undertake a management role for junior members of clinical staff.</li> <li>6. Be able to train undergraduates, junior staff and lay people.</li> </ol>
<b>Total contact teaching hours</b> 100 – 1 on 1 tuition and supervision  Directed study – 200 Independent study – 100	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> This will be maintained by the specialist leads for each subject area, but there are ample resources in the clinical hospitals, R(D)SVS library and online.
<b>Pre-requisites</b> Specialist Clinical Skills 1, 2 and 3 courses.	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre- requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> This core course aims to provide continuation for students who have completed Specialist Clinical Skills 1, 2 and 3, providing further hands on experience at the level of a senior clinician. Students will be fully supported and supervised where necessary.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical training; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	



<b>Course Name</b> Veterinary Academic Practice 4	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> Year 4	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This course is only available to students studying on the DVetMed programme, who have completed the Veterinary Academic Practice 1, 2 and 3 courses.	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> 10	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> 1. Demonstrate experience of giving a range of teaching formats including: small group teaching sessions, poster presentations and lectures, to varied audiences.  2. Construct and implement a teaching session and obtain feedback from the audience.  3. Identify and use resources (physical and theoretical) designed to facilitate teaching.  4. Analyse and reflect on teaching sessions given by themselves and feedback obtained.  5. Critique and provide feedback for teaching sessions given by others.
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> No
<b>Other Subject Area</b> No	<b>Components of Assessment</b>  1. Portfolio (80%; all LOs) To consist of a teaching log summarizing: a. Numbers and types of teaching sessions attended/given. b. Numbers and types of student assessments performed. c. Student feedback, with details of how it was obtained. d. A critique of a teaching session given by someone else. e. A reflective summary of their own teaching with a conclusion about on how their teaching has changed based on the veterinary academic practice course.  2. Observed teaching (20%; all LOs) A new teaching session constructed and performed by the student will be observed and assessed by a senior clinician
<b>Course Organiser</b> Carolyn Morton	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a

<p><b>% Not taught by this Institution</b> 0</p>	<p><b>Course Description (academic description)</b> This core course will include:</p> <ul style="list-style-type: none"> <li>• Observation and practical experience of multiple forms of teaching.</li> <li>• Practical experience of preparing and giving a teaching session and obtaining feedback.</li> <li>• Feedback from others on their teaching and the opportunity to provide feedback to other teachers.</li> <li>• Reflection on their own teaching and feedback.</li> <li>• Attendance of a selection of VMED workshops.</li> <li>• The possibility of enrolling for the Edinburgh teaching award</li> </ul> <p>In this year 4 course, students will receive further training in teaching and assessment. They will observe multiple forms of teaching, as well as undertaking different types of teaching (presentation at international meetings will be encouraged) and assessment themselves, informally reviewed by senior clinicians.</p> <p>Students will prepare and give a teaching session (different to that in year 3), which will be formally assessed. In this course they will also have to obtain and reflect on feedback from those they have taught. Autonomous background subject reading will be encouraged and guided. Students will be expected to attend at least 1 workshop (agreed on by their supervisor) from VMED.</p> <p>Depending on availability, and with supervisor approval students will have the opportunity to enrol or continue working towards the Edinburgh Teaching Award, and an Associate Fellowship of the Higher Education Academy qualification.</p>
<p><b>Collaboration Information</b></p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above but specifically:</p> <ol style="list-style-type: none"> <li>1. Have experience of performing multiple forms of clinical teaching to varied audiences.</li> <li>2. Be able to construct and administer new clinical teaching sessions and obtain feedback.</li> <li>3. Use resources (such as IT tools or references) to help support clinical teaching.</li> <li>4. Have the ability to make use of self-reflection to build on previous teaching sessions.</li> <li>5. Be able to provide constructive feedback about teaching sessions, based on experience and supportive evidence.</li> </ol>

<b>Total contact teaching hours</b> 10 – at least 1 VMED workshop (2-4 hours); the remainder 1 on 1 tuition and supervision.  Directed study – 30 Independent study – 45 Assessment & feedback of observed teaching - 5	<b>Study Abroad</b> No
<b>Any costs to be met by students</b> No	<b>Reading List / Learning Resources</b> Maintained by VMED. There are multiple courses and workshops available as well as online learning resources.
<b>Pre-requisites</b> Veterinary academic practice 1, 2 & 3.	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre-requisites</b> n/a	<b>URL for Additional Supporting Documents</b> <a href="http://www.ed.ac.uk/vet/veterinary-medical-education-division">http://www.ed.ac.uk/vet/veterinary-medical-education-division</a>
<b>Summary Course Description</b> This year 4 core course will provide further experience of clinical teaching (observation and hands on) and student assessment, as well as experience of obtaining and providing feedback. Taught courses will be available to build on the teaching from years 1, 2 and 3.	<b>Comments (Internal Use Only)</b>
<b>Keywords</b> Veterinary; Specialist; Clinical, Academic practice; Diploma; Professional Doctorate	<b>High Demand</b> n/a
<b>Fee Code if invoiced at course level</b> n/a	

<b>Course Name</b> Research project part 3	<b>Default Course Mode of Study</b> Research
<b>Normal Year Taken</b> Year 4	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> Course is available to students registered for DVetMed programme who have completed the Research Proposal and Research Project 1 and 2 courses.	<b>Taught In Gaelic - (Gàidhlig) –</b> No
<b>SCQF Credit Volume</b> 100	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b> The student will be able to: <ol style="list-style-type: none"><li>1. Demonstrate that he/she is capable of pursuing original research which makes a significant contribution to knowledge and understanding in the chosen field of study</li><li>2. Demonstrate thorough understanding of the field and relate his/her results to the body of knowledge in the field in a critical manner</li><li>3. Present the results of a research project in critical and scholarly way</li><li>4. Demonstrate the ability to interact and work as part of a research team</li></ol>
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> No	<b>Components of Assessment</b> SCQF level 12 dissertation (max 30,000 words) examined in viva by independent external and internal examiners (100%; all LOs)
<b>Course Organiser</b> Adrian Philbey	<b>Exam Information</b> n/a
<b>Course Secretary</b> Emma Pineau	<b>Syllabus</b> n/a
<b>% Not taught by this Institution</b> 0	<b>Course Description (academic description)</b> <ul style="list-style-type: none"> <li>• The student will develop a specialised knowledge and understanding of a chosen area of veterinary research.</li> <li>• The student will design and carry out a range of experiments to investigate a scientific hypothesis in the chosen subject area.</li> <li>• He/she will develop an understanding of the attributes of a scientist and the requirements for scientific rigour necessary to reach conclusions and advance understanding.</li> <li>• He/she will develop the ability to work with others as part of a research team.</li> <li>• He/she will have an understanding of the legal requirements for research either in a laboratory or in the use of data (e.g. ethics, licences, health and safety).</li> <li>• He/she will write an SCQF level 12 dissertation which represents a scholarly, critical assessment of the</li> </ul>

	research project that has been undertaken.
<b>Collaboration Information</b> n/a	<b>Graduate Attributes, Personal and Professional Skills</b>  Knowledge and skills will include: <ul style="list-style-type: none"> <li>• Understanding of critical questions to be addressed in designing a research project</li> <li>• Good laboratory skills and an understanding of how these skills can be used to prove or disprove an hypothesis</li> <li>• Understanding of the ethical and legal requirements which govern research laboratories</li> <li>• Understanding of the importance of experimental design</li> <li>• Ability to interpret and critically assess experimental outcome</li> <li>• Ability to discuss research data in the context of the published literature</li> <li>• Ability to present research data in a critical and scholarly manner</li> </ul>
<b>Total contact teaching hours</b> 40 – discussion of project, outcomes, planning, dissertation, publications and presentations with the project supervisors  Directed study – 55 Independent study – 900 Assessment and feedback – 5	<b>Study Abroad</b> Yes; subject to approval from the course organiser and project supervisor
<b>Any costs to be met by students</b> No additional tuition/training-related costs. For external placements, any costs met by the student will relate to travel and subsistence expenditure. This will vary between placements and will be partly dependent on the availability of, and success in securing, additional funding (e.g. travel grants, bursaries etc.).	<b>Reading List / Learning Resources</b> Will depend on the project, but online, library and other resources are widely available through the university.
<b>Pre-requisites</b> Research proposal: veterinary medicine Research project: veterinary medicine 1 & 2	<b>Convener of Board of Examiners</b> TBC
<b>Co-requisites</b> No	<b>Display in Visiting Student Prospectus</b> No
<b>Prohibited Combinations</b> No	<b>Course URL</b> TBC
<b>Visiting Students Pre-requisites</b> n/a	<b>URL for Additional Supporting Documents</b> TBC
<b>Summary Course Description</b> This course comprises the final part of the major research component of the DVetMed course, enabling students to complete their significant hypothesis-driven original research project relevant to their chosen specialty in veterinary medicine.  The students will produce a dissertation (max. 30,000 words) based on their research, which will normally include at least two papers prepared and/or accepted for publication in peer-reviewed journals chosen by the student and their	<b>Comments (Internal Use Only)</b>

<p>supervisor. This will be assessed in an oral examination with internal and external examiners.</p> <p>Please note that this course represents a single programme of research spread over the final three years of the programme. The course credits are therefore spread across these 3 years: 40 credits are allocated to years two and three each (see above) with the remainder, comprising 180 credits in total, awarded in the final year.</p>	
<p><b>Keywords</b> veterinary, research, professional training</p>	<p><b>High demand</b> n/a</p>
<p><b>Fee Code if invoiced at course level</b> n/a</p>	

## Elective Courses (Years 1-4)

<b>Course Name</b> Related discipline training 1, 2, 3, 4	<b>Default Course Mode of Study</b> CE
<b>Normal Year Taken</b> 1 to 4 (up to 2 x 2 week sessions can be taken per year of the 4 year programme)	<b>Default Delivery Period Course</b> Full year
<b>Course Level (PG/UG)</b> PG	<b>Marking Scheme</b> CMS4
<b>Availability of Course</b> This elective (non-compulsory) course would be available to all students enrolled on the DVetMed programme	<b>Taught In Gaelic - (Gàidhlig)</b> No
<b>SCQF Credit Volume</b> A maximum of 40 credits over the duration of the 4 year programme (10 credits per 2 week block)	<b>Course Type</b> Standard
<b>SCQF Credit Level</b> 12	<b>Learning Outcomes</b>  Upon completion of a 2 week period of “related discipline” training, the student should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of the “related discipline” at a level which exceeds the degree of understanding obtained solely through their exposure to the “related discipline” as part of their more general clinical training</li> <li>2. Apply their improved critical understanding of the “related discipline” to the assessment, treatment and/or evaluation of clinical cases (where applicable). This may involve the demonstration of an improved ability to differentiate normal from abnormal (e.g. diseased) and/or categorize disease states and/or rank disease states based on objective and semi objective criteria relating to the skills obtained during the “related discipline” training.</li> <li>3. Communicate their improved knowledge and analytical skills to colleagues and assessors via a portfolio (updated daily throughout training period), written report (submitted following completion of the training period), presentation of selected case material (delivered following completion of the training period)</li> </ol>
<b>Home Subject Area</b> College of Medicine and Veterinary Medicine	<b>Special Arrangements</b> n/a
<b>Other Subject Area</b> The subject area of this complimentary training will be dependent on the area of specialisation of the student; however certain subject areas are more generically applicable to multiple clinical specialities; namely, imaging, gross pathology and clinical pathology.	<b>Components of Assessment</b> <ul style="list-style-type: none"> <li>• Ongoing assessment (following “related discipline” training)               <ul style="list-style-type: none"> <li>- Demonstration of a critical understanding of the “related discipline” – 20% (LO 1)</li> <li>- Application of improved critical understanding to clinical cases – 20% (LO 2)</li> </ul> </li> <li>• Assessment (at completion of “related discipline”) of ability to communicate improved knowledge and</li> </ul>

	<p>analytical skills</p> <ul style="list-style-type: none"> <li>- Training portfolio - 15% (LOs 1-3)</li> <li>- Written report – 30% (LOs 1-3)</li> <li>• Peer assessment (at completion of “related discipline” training) of ability to communicate improved knowledge and analytical skills <ul style="list-style-type: none"> <li>- Presentation – 15% (LO 3)</li> </ul> </li> </ul>
<p><b>Course Organiser</b> R. Scott Pirie</p>	<p><b>Exam Information</b> n/a</p>
<p><b>Course Secretary</b> Emma Pineau</p>	<p><b>Syllabus</b> n/a</p>
<p><b>% Not taught by this Institution</b> 0-100%; this will be dependent on the nature of the “related discipline” and whether external placement is required/preferable in order to obtain the sufficient level 12 case exposure and specialist training. Training in the more generic related disciplines will predominantly be provided by the host institution (i.e. 100%).</p>	<p><b>Course Description (academic description)</b> Each course consists of 2 week periods (of which up to 4 can be taken, over the 4 year DVetMed period of study) of targeted training in disciplines related to the area of clinical study of the student, whereby the general clinical training is deemed insufficient to provide an advanced level of training in these “related disciplines”.</p> <p>These periods offer the student the opportunity to acquire specialist level 12 training in these areas. Despite the heterogeneous nature of the general clinical training within the DVetMed programme (depending on the specific clinical area of study), in most cases, this advanced level 12 “related discipline” training will relate to areas which are generic to many clinical areas (namely, imaging, gross pathology, clinical pathology). However, additional “related discipline” training may be considered appropriate whereby either the level of clinical expertise within, or the case load of, the principle training institute is not sufficient to provide advanced training in specific areas (e.g. equine neonatology, advanced ophthalmology). Despite the occasional disparity in the subject area of “related discipline” training, there will be uniformity with regard to (a) the level 12 training (i.e. credentials and work load of the training providers), (b) the duration of training (i.e. 2 week periods), (c) the overall learning objectives (see above) and (d) the methods of assessment (see above).</p>
<p><b>Collaboration Information</b> When external placements are deemed necessary or preferable to ensure an appropriate level of training, close collaboration with the external training establishment will be undertaken. Such establishments will have to evidence their suitability for training provision. This will include provision of assurances of sufficient predicted case exposure and level of expertise amongst training personnel (e.g. European or North American Diplomate of a college of specialisation relevant to the related discipline training provided)</p>	<p><b>Graduate Attributes, Personal and Professional Skills</b> See learning outcomes above; but specifically:</p> <ol style="list-style-type: none"> <li>1. Improved SCQF level 12 understanding of the “related discipline”</li> <li>2. Improved analytical and practical SCQF level 12 skills pertaining to the “related discipline”</li> <li>3. Improved ability to apply acquired SCQF level 12 knowledge and skills to a clinical setting</li> <li>4. Development of a more critical approach to SCQF level 12 clinical cases when applying newly acquired knowledge and skills</li> <li>5. Improved writing and communicative skills when recording, reporting and presenting SCQF level 12 data/information to tutors and peers</li> </ol>



<p><b>Total contact teaching hours</b> Over a single 2 week placement period, minimum of 48hrs direct contact with specialist and minimum of 48hrs self-study to include student preparation prior to and reflection after the placement.</p> <p>2 hrs for presentation and feedback.</p>	<p><b>Study Abroad</b> Although the majority of “related discipline” training will be provided from within the principle training institute, and much of the external training will be provided within the UK, there will be occasions whereby it is deemed appropriate and preferable for such training to be provided by an overseas institute. Under such circumstances, the same criteria as applied within the UK will be applied to overseas institutes determine the suitability of training institute and training provider (namely, recognised specialist in the particular area of training)</p>
<p><b>Any costs to be met by students</b> No additional tuition/training-related costs. For external placements, any costs met by the student will relate to travel and subsistence expenditure. This will vary between placements and will be partly dependent on the availability of, and success in securing, additional funding (e.g. travel grants, bursaries etc.).</p>	<p><b>Reading List / Learning Resources</b> This will depend on the discipline and site, but access to appropriate materials will be necessary to approve a course.</p>
<p><b>Pre-requisites</b> No</p>	<p><b>Convener of Board of Examiners</b> TBC</p>
<p><b>Co-requisites</b> No</p>	<p><b>Display in Visiting Student Prospectus</b> No</p>
<p><b>Prohibited Combinations</b> No</p>	<p><b>Course URL</b> TBC</p>
<p><b>Visiting Students Pre-requisites</b> n/a</p>	<p><b>URL for Additional Supporting Documents</b> TBC</p>
<p><b>Summary Course Description</b> This course will provide students with high quality SCQF level 12 specialist training in defined disciplines which complement their specific area of clinical training.</p>	<p><b>Comments (Internal Use Only)</b></p>
<p><b>Keywords</b> Related discipline, imaging, gross pathology, clinical pathology, anaesthesiology, external placement</p>	<p><b>High Demand</b> n/a</p>
<p><b>Fee Code if invoiced at course level</b> n/a</p>	

**Online MSc Courses**

Students will be allowed to enrol on appropriate online MSc course modules throughout the Programme, the subject and timing of the courses being at the discretion of their direct supervisor. Details of available online modules (10-20 credit bearing) are shown on Page 9.

## Student progress and assessment schedule

Each year of the programme will span a continuous 12 month period, rather than adhering to the standard PGT semesters. The major compulsory credit bearing courses (Specialist clinical skills, Veterinary academic practice, Research proposal and project) will be enrolled on at the beginning of each year. The other compulsory courses (Study design and methods of research, Professional and clinical skills and Ethics) and the elective courses will be run at set time points during each year. The timing of work spent in these courses will be planned at the start of each year with each student's primary supervisor. An exemplar timetable of student progression from years 1-4 is shown on the following page (84), but is only an example of a potential programme layout, as variation of timing of the weeks spent on each course will exist between students.

Timing of assessments will also vary between courses, with descriptions of assessments and timings included in the course descriptions on the preceding pages. An exemplar assessment schedule, to fit the exemplar course timetable on page 84 is included on page 85. The example assessment schedule provides indicative timings for assessments and/or submission of coursework for each course, but is similarly only an example, as variation on assessment timing will exist between students depending on when they undertake the weeks required to complete each course.

### Example course timetable

Week	Year 1	Year 2	Year 3	Year 4
1	SKS 1 (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)	RP2	RP 3
2	SKS 1 (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)	RP2	RP 3
3	SKS 1 (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)	SKS 3 (75%) / VAP 3 (25%)	RP 3
4	SKS 1 (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)	SKS 3 (75%) / VAP 3 (25%)	RP 3
5	RP (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)	SKS 3 (75%) / VAP 3 (25%)	RP 3
6	RP (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)	SKS 3 (75%) / VAP 3 (25%)	RP 3
7	SKS 1 (75%) / SDMR (25%)	RP 1 (75%) / Ethics (25%)	SKS 3 (75%) / VAP 3 (25%)	SKS 4 (75%) / VAP 4 (25%)
8	SKS 1 (75%) / SDMR (25%)	RP 1 (75%) / Ethics (25%)	SKS 3 (75%) / CR (25%)	SKS 4 (75%) / VAP 4 (25%)
9	SKS 1 (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)		SKS 4 (75%) / VAP 4 (25%)
10	SKS 1 (75%) / SDMR (25%)	SKS 2 (75%) / Ethics (25%)		SKS 4 (75%) / VAP 4 (25%)
11		RP 1	SKS 3 (75%) / CR (25%)	
12		RP 1	SKS 3 (75%) / CR (25%)	
13	SKS 1 (75%) / VAP 1 (25%)	RP 1	SKS 3 (75%) / CR (25%)	SKS 4 (75%) / VAP 4 (25%)
14	SKS 1 (75%) / VAP 1 (25%)		SKS 3 (75%) / CR (25%)	SKS 4 (75%) / VAP 4 (25%)
15	SKS 1 (75%) / VAP 1 (25%)		SKS 3 (75%) / CR (25%)	SKS 4 (75%) / VAP 4 (25%)
16	RP	SKS 2 (75%) / VAP 2 (25%)	RP 2	SKS 4 (75%) / VAP 4 (25%)
17	SKS 1 (75%) / VAP 1 (25%)	SKS 2 (75%) / VAP 2 (25%)	SKS 3 (75%) / CR (25%)	RP 3
18	SKS 1 (75%) / VAP 1 (25%)	SKS 2 (75%) / VAP 2 (25%)	SKS 3 (75%) / CR (25%)	RP 3
19	RP	SKS 2 (75%) / VAP 2 (25%)	SKS 3 (75%) / CR (25%)	RP 3
20	RP	RP 1 (75%) / OMC (25%)	SKS 3 (75%) / CR (25%)	RP 3
21	SKS 1 (75%) / PCS (25%)	RP 1 (75%) / OMC (25%)	SKS 3 (75%) / CR (25%)	SKS 4 (75%) / VAP 4 (25%)
22	SKS 1 (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	RP 2	SKS 4 (75%) / VAP 4 (25%)
23	SKS 1 (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	RP 2	RP 3
24	RP (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	RP 2	RP 3
25	RP (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	RP 2	RP 3
26	SKS 1 (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	SKS 3 (75%) / CR (25%)	RP 3
27	SKS 1 (75%) / PCS (25%)		SKS 3 (75%) / CR (25%)	RP 3
28	SKS 1 (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	SKS 3 (75%) / CR (25%)	RP 3
29	SKS 1 (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	SKS 3 (75%) / CR (25%)	
30	SKS 1 (75%) / PCS (25%)	SKS 2 (75%) / OMC (25%)	SKS 3 (75%) / CR (25%)	RDT
31	SKS 1	SKS 1	SKS 3 (75%) / CR (25%)	RDT
32	RDT	SKS 1	RP 2	RP 3
33	RDT	SKS 1	RP 2	RP 3
34		RDT		SKS 4 (75%) / OMC (25%)
35	SKS 1 (75%) / VAP 1 (25%)	RDT		SKS 4 (75%) / OMC (25%)
36	SKS 1 (75%) / VAP 1 (25%)	SKS 2	SKS 3 (75%) / CR (25%)	SKS 4 (75%) / OMC (25%)
37	SKS 1 (75%) / VAP 1 (25%)	SKS 2	SKS 3	SKS 4 (75%) / OMC (25%)
38	SKS 1 (75%) / VAP 1 (25%)	SKS 2	SKS 3	SKS 4 (75%) / OMC (25%)
39	SKS 1 (75%) / VAP 1 (25%)	SKS 2	SKS 3	SKS 4 (75%) / OMC (25%)
40	RP		RP 2	RP 3 (75%) / OMC (25%)
41	RP		CR	RP 3 (75%) / OMC (25%)
42	SKS 1	SKS 2 (75%) / VAP 2 (25%)	SKS 3 (75%) / VAP 3 (25%)	RP 3 (75%) / OMC (25%)
43	SKS 1	SKS 2 (75%) / VAP 2 (25%)	SKS 3 (75%) / VAP 3 (25%)	SKS 4 (75%) / OMC (25%)
44	SKS 1	SKS 2 (75%) / VAP 2 (25%)	SKS 3 (75%) / VAP 3 (25%)	SKS 4
45	SKS 1	RP 1	CR	RDT
46		RP 1	CR	RDT
47		RP 1	SKS 3	
48	RP	RP 1	SKS 3	
49	RP	SKS 2 (75%) / VAP 2 (25%)	SKS 3	RP 3
50	SKS 1	SKS 2 (75%) / VAP 2 (25%)	SKS 3	RP 3
51	SKS 1	SKS 2 (75%) / VAP 2 (25%)	SKS 3	RP 3
52	SKS 1	SKS 2		RP 3

Red cells = clinics weeks; Yellow cells = off-clinics weeks; Green cells = holiday weeks; SKS = Specialist Clinical Skills; RP = Research Proposal / Project; VAP = Veterinary Academic Practice; SDMR = Study Design and Methods of Research; PCS = Professional and Clinical Skills; RDT = Related Discipline Training; OMC = Online MSc Level Courses; CR = Case Reports.

### Example Assessment Schedule

Week	Year 1	Year 2	Year 3	Year 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10	SDMR			
11		Ethics		
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				VAP 4
23				
24				
25		OMC 50%		
26				
27				
28				
29				
30	PCS			
31		OMC 50%		
32				RDT
33				
34				
35	RDT			
36		RDT		
37				
38				OMC 50%
39	VAP 1			
40			RP 2	
41				
42				
43				OMC 50%
44			VAP 3	SKS 4
45				
46			CR	
47				
48		RP 1		RDT
49	RP			
50		VAP 2		
51	SKS 1	SKS 2	SKS 3	
52				RP 3

SKS = Specialist Clinical Skills; RP = Research Proposal / Project; VAP = Veterinary Academic Practice; SDMR = Study Design and Methods of Research; PCS = Professional and Clinical Skills; RDT = Related Discipline Training; OMC = Online MSc Level Courses; CR = Case Reports.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Curriculum Framework: Structure for Teaching and Assessment**

### **Executive Summary**

The Committee approved the archiving of obsolete curriculum framework documentation in 2016/17, as part of an ongoing commitment to streamline policy documentation wherever possible. This document is also now due for review by the Committee.

[www.ed.ac.uk/files/atoms/files/structure\\_for\\_teaching\\_and\\_assessment.pdf](http://www.ed.ac.uk/files/atoms/files/structure_for_teaching_and_assessment.pdf)

Committee members are asked to advise whether this policy information is still required in its current format; or whether it is no longer relevant/any relevant information contained therein also exists elsewhere, meaning that the current policy can be archived by Academic Services.

### **How does this align with the University / Committee's strategic plans and priorities?**

Review of curriculum framework documentation aligns with the Committee's priority of good housekeeping.

### **Action requested**

For discussion.

### **How will any action agreed be implemented and communicated?**

If archiving approved, the information will be removed immediately from current location at

[www.ed.ac.uk/academic-services/staff/curriculum/curriculum-framework](http://www.ed.ac.uk/academic-services/staff/curriculum/curriculum-framework)

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

No resource implications.

#### **2. Risk assessment**

No key risks.

#### **3. Equality and Diversity**

No major equality impacts.

#### **4. Freedom of information**

Open.

### **Key words**

**Originator of the paper**

Dr Adam Bunni and Ms Ailsa Taylor, Academic Services



# The Curriculum Framework – Structure for Teaching and Assessment

## Purpose of Policy

This outline Curriculum Framework – Structure for Teaching and Assessment was developed to provide consistency in the delivery of teaching and assessment in the University’s Curriculum Framework.

## Overview

The Curriculum Framework – Structure for Teaching and Assessment policy articulates a set of outline rules for teaching and assessment in support the University’s Curriculum Framework. The Curriculum and Student Progression Committee (CSPC) has responsibility for the academic regulatory framework, including this policy. Any change or opt-out from this policy needs to be approved by CSPC.

## Scope: Mandatory Policy

This applies to all taught courses and degree programmes within the University and therefore has an impact on all taught students and on staff who deliver courses and programmes.

## Contact Officer

Adam Bunni

Head, Governance and Regulatory  
Framework Team

[adam.bunni@ed.ac.uk](mailto:adam.bunni@ed.ac.uk)

## Document control

<b>Dates</b>	<b>Approved:</b> June 2004	<b>Starts:</b> 2004/05	<b>Equality impact assessment:</b> 10.12.14	<b>Amendments:</b> n/a	<b>Next Review:</b> 2015/16
<b>Approving authority</b>	CSPC (previously the Academic Policy Committee)				
<b>Consultation undertaken</b>	There was widespread consultation undertaken during the Curriculum project.				
<b>Section responsible for policy maintenance &amp; review</b>	Academic Services (The policy was updated in December 2014 to include current organisation names and active web links.)				
<b>Related policies, procedures, guidelines &amp; regulations</b>	<a href="http://www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework">www.ed.ac.uk/schools-departments/academic-services/staff/curriculum/curriculum-framework</a> Degree Regulations and Programmes of Study and Degree Programme Tables: <a href="http://www.drps.ed.ac.uk/">http://www.drps.ed.ac.uk/</a>				
<b>UK Quality Code</b>	UK Quality Code: B1 Programme design, development and approval <a href="http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf">www.qaa.ac.uk/en/Publications/Documents/quality-code-B1.pdf</a>				
<b>Policies superseded by this policy</b>	n/a				
<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a> or telephone 0131 650 2138.				
<b>Keywords</b>	Curriculum framework, teaching pattern, assessment times, teaching times, curriculum and assessment				





# The Curriculum Framework – Structure for Teaching and Assessment

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1. The agreed structure sets out approved teaching slots within the day and the week. The normal expectation is that courses will fit within the structures in order to maximise flexibility of student choice and ensure suitable examination provision.
2. The new start and stop times for teaching applied to all courses from September 2004.
3. All other aspects of the structure applied for Honours and postgraduate Masters courses from September 2004 but do not apply to pre-Honours courses (years 1 and 2) until Colleges undertake a review of the pre-Honours teaching timetable.
4. Wednesday afternoon should be kept free and may only be used for practicals where alternative times are also available.
5. Examination timetables are scheduled by Student Administration, see website for more information:  
[www.ed.ac.uk/schools-departments/student-administration/exams](http://www.ed.ac.uk/schools-departments/student-administration/exams)
6. 10 and 20 credit courses will normally have a maximum of one 2 hour long examination in the December examination diet or the same in the summer diet.
7. In the Summer diet the normal expectation is that 40 credit courses will be examined by a single 3 hour examination or, by special arrangement, two 2 hour examinations.
8. Year long 40 credit courses may have a 2 hour examination in the December diet providing that the examination contributes towards the final assessment; any purely formative assessment must be held within class times.

**June 2004**

The University of Edinburgh

Senatus Curriculum and Student Progression Committee (CSPC)

21 September 2017

**Student Discipline Committee Membership and Student Discipline Officers 2017/18**

**Executive Summary**

The Convener of CSPC, Professor Murray, approved the Student Discipline Committee 2017/18 membership by Convener's Action on 17 August 2017 and the list of Student Discipline Officers for 2017/18 by Convener's Action on 28 August 2017. This information is therefore included for information for the Committee.

**How does this align with the University / Committee's strategic plans and priorities?**

Aligns with the current strategic theme of excellence in education.

**Action requested**

For information.

**How will any action agreed be implemented and communicated?**

The information will be conveyed directly to new members and available on the Academic Services website at:

[www.ed.ac.uk/academic-services/staff/discipline/discipline-committee](http://www.ed.ac.uk/academic-services/staff/discipline/discipline-committee)

[www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentDisciplineOfficers.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/StudentDisciplineOfficers.pdf)

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

There are resource implications in terms of time commitment for the staff and students involved.

**2. Risk assessment N/A**

**3. Equality and Diversity** Equality and diversity implications have been considered.

**4. Freedom of information** Open.

**Originator of the paper**

Ms Ailsa Taylor, Academic Policy Officer, Academic Services, September 2017

## **Student Discipline Committee Membership 2017/18**

The Student Discipline Committee consists of members of the academic staff of the University and matriculated students. The Student Discipline Committee meets as and when required.

### **Staff**

- Professor Paul J. Du Plessis (Convener)
- Dr Jeremy Crang (Vice-Convener)
- Ms Lisa Brannan
- Ms Nathalie Caron (on secondment until June 2018)
- Professor Stephen Fry
- Ms Sarah McAllister
- Dr Andrew Newman
- Dr Paul Norris
- Professor Simon Parsons
- Dr Claire Phillips
- Dr David Kluth
- Mrs Gill Aitken

### **Students**

- Mr Arran Byers
- Mr Tom Greenstein
- Ms Lorna Macfarlane
- Mr James Seale
- Ms Nicole Serzhantova
- Ms Joy Vamakari
- Mr Matjaz Vidmar
- Ms Cameron Perumal
- Ms Delphi Macpherson
- Ms Sue Chapman
- Mr Luke Green
- Mr Thomas Evans

### **Lead Secretary**

Ms Ailsa Taylor, Academic Policy Officer, Academic Services

August 2017

## **Student Discipline Officers 2017/18**

### **College of Arts, Humanities and Social Sciences**

Professor Dorothy Miell, Vice Principal and Head of College  
Dr Paul Norris, Associate Dean (Academic Progress)  
Dr Jeremy Crang, Dean of Students  
Dr Lisa Kendall, Head of Academic and Student Administration  
Dr Sabine Rolle, Dean of Undergraduate Studies  
Dr Catherine Martin, College Registrar  
Professor Neil Mulholland, Dean of Postgraduate Studies – Taught/Research  
Mr John Lowrey, Senior Lecturer, Edinburgh College of Art

### **College of Medicine and Veterinary Medicine**

Professor Jeremy Bradshaw, Assistant Principal Researcher Development  
Professor Philippa Saunders, Director, Postgraduate Research  
Professor Anna Meredith, Director, Postgraduate Taught  
Dr Sarah Henderson, Deputy Director, Postgraduate Taught  
Dr Geoff Pearson, Dean of Students  
Professor Neil Turner, Director of Undergraduate Learning and Teaching  
Dr Catherine Elliott, College Registrar

### **College of Science and Engineering**

Professor Graeme Reid, Dean of Learning and Teaching  
Dr Antony Maciocia, Dean of Students  
Dr Gordon McDougall, Dean (Quality Assurance)  
Professor Andy Mount, Dean of Research  
Dr Bruce Nelson, College Registrar

### **Corporate Services Group**

Mr Hugh Edmiston, Director of Corporate Services  
Mr Richard Kington, Director, Accommodation, Catering and Events  
Ms Lynne Duff, Assistant Director Residence Life, Accommodation, Catering and Events  
Mr James Jarvis, Warden Grant House, Accommodation, Catering and Events  
Mr Abdul Majothi, Warden Mylne's Court, Accommodation, Catering and Events  
Mr Jim Aitken, Director, Centre for Sport and Exercise  
Ms Louise Campbell, Depute Director, Centre for Sport and Exercise

### **Information Services Group**

Mr Gavin McLachlan, Chief Information Officer and Librarian to the University  
Mr Simon Marsden, ISG Deputy  
Mr Jeremy Upton, Director Library and Collections

### **University Secretary's Group**

Ms Sarah Smith, University Secretary  
Mr Gavin Douglas, Deputy Secretary Student Experience  
Ms Tracey Slaven, Deputy Secretary and Director of Planning

### **Designated Vice Principals**

Professor Chris Breward, Vice Principal Creative Industries and Performing Arts  
Professor Charlie Jeffery, Senior Vice Principal  
Professor Richard Kenway, Vice Principal High Performance Computing  
Professor Jane Norman, Vice Principal People and Culture

Academic Services, August 2017

CSPC: 21.09.17  
H/02/27/02

**CSPC 17/18 1 K**

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Senate Committee Planning**

### **Executive Summary**

The paper summarises out how the planning round for 2018-21 will operate, and how the Senate Committees will be able to input into it. The paper also seeks the Committees' views on some initial thoughts on priorities for student experience, learning and teaching for the planning round.

### **How does this align with the University / Committee's strategic plans and priorities?**

Aligns with the University's strategic objective of Leadership in Learning.

### **Action requested**

The Committee is invited to discuss some initial thoughts on priorities for student experience, learning and teaching for the planning round

### **How will any action agreed be implemented and communicated?**

Section 2 explains the arrangements.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

Yes. The paper will assist the University to use its resources strategically.

#### **2. Risk assessment**

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

#### **3. Equality and Diversity**

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

#### **4. Freedom of information**

For inclusion in open business

Tom Ward, Director of Academic Services, 11 September 2017

## **Senate Committee Planning**

### **1 Overview of 2018-21 planning cycle**

- In August / September 2017, the Senate Quality Assurance Committee (QAC) will identify key strategic themes in Schools' annual quality reports and in Teaching Programme Reviews (TPRs) and Postgraduate Programme Reviews (PPRs) held in 2016-17;
- At their meetings in September 2017, the Senate Committees will have an initial opportunity to identify student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round;
- In September / October 2017, Governance and Strategic Planning will circulate to Schools / Colleges / support groups an initial indication of the strategic planning round priorities of the 'Thematic Vice-Principals' (including the Senior Vice-Principal);
- Early in November 2017, the 'Thematic Vice-Principals (including the Senior Vice-Principal) will meet to agree their strategic priorities for the planning round;
- At their meetings in November 2017, the Senate Committees will have a full discussion of issues that should be taken account of in the planning round, including identifying:
  - Strategic priorities for student experience, learning and teaching with significant resource implications that Schools / Colleges and support groups should take account of in their plans;
  - Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;
  - Changes in the external environment (e.g. regulatory changes) which would result in significant additional work for the University; and
  - Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.
- In January 2018 Governance and Planning will publish the detailed planning guidance for Colleges and support groups (taking account of input from the Senate Committees as well as the Thematic Vice-Principals' strategic priorities.
- In Semester Two, the Committees will undertake a broader discussion of their priorities for the coming session – and will submit their plans to the 30 May 2018 Senate meeting for approval.

### **2 Planning round 2017-20 guidance for information**

The Thematic VP Priorities and other relevant sections of the 2017-20 planning round guidance are attached as Annex A for information.

### **3 Reference points for identifying learning, teaching and student experience issues for the 2018-21 planning round**

Key reference points when identifying issues for the planning round include:

- The University's Learning and Teaching Strategy:  
[www.ed.ac.uk/files/atoms/files/learning\\_teaching\\_strategy.pdf](http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf)
- The results of the 2017 National Student Survey, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey
- The strategic themes identified in Schools' quality reports, and in TPRs and PPRs held in 2016-17 (see Annex B).

### **4 Initial thoughts on priorities for student experience, learning and teaching for the planning round**

Taking account of these reference points, and initial discussions between the Thematic VPs, the Senior Vice-Principal has suggested the following as an initial statement of priorities for student experience, learning and teaching:

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;
- Improving the timeliness and quality of feedback on assessment;
- Enhancing the academic support we give to students;
- Recognising and rewarding excellence in teaching and learning;
- Developing new approaches to online learning that can provide an excellent student experience to large numbers of students;
- Strengthening support for tutors and demonstrators.

The Committee is **invited to discuss** these initial ideas, and to suggest any other priorities to take into account in the planning round. The Committee will then have a more substantive opportunity to input into the planning round in November 2017.

### **5 Process for seeking resources for major developments**

If the Senate Committees identify any major developments with implications for the University Secretary's Group (USG), or other support groups, the Senior Vice-Principal will invite the relevant support group to consider including a bid for this in their planning round submissions.

## **Annex A: Extracts from the published planning round guidance for 2017-21**

### **Thematic Vice Principals' strategic priorities**

The University has a single Strategic Plan whereas the planning round asks individual Colleges and SGs to produce their own individual plans and we do not produce a single 'consolidated plan'. However, the Thematic Vice Principals (TVPs) priorities reflect the Strategic Plan 2016 priorities and act like a thread that contributes to 'pulling together' the individual College and Support Group plans into a cohesive whole.

...

### **Student Experience, Teaching and Learning**

The latest NSS outcome shows a decrease in student satisfaction in our relative position in NSS. Together with external pressures arising from the implementation of the pilot round of the Teaching Excellence Framework mean that we will need to continue to focus attention and resources on student experience, teaching and learning, including the following areas (which reflect the remits of SVP, VP People and Culture and VP International):

- Recognition and reward of excellence in teaching and learning;
- Improvement of both timeliness and quality of assessment and feedback;
- Enhancement of the personalised academic support we give to students;
- Enhancement of the sense of shared community linking academic staff and students; and
- Curriculum development in key areas such as online learning, research-led teaching, and experiential learning outside the university classroom, including internationally.

These issues were the subject of intensive discussion at all levels of the University over the autumn, with view to building a shared understanding of our values and priorities around teaching and learning, including regular discussion with Heads of College. These can be expected to inform the planning round and we would welcome a discussion on the scale of your challenges, informed by an appropriate level of data, at the planning meetings. In addition, Schools should continue to produce an annual Learning and Teaching Enhancement forward plan, recognising the importance of this in assuring our reputation for teaching and learning and with it future recruitment.



## **Annex B: Key themes identified in Schools' quality reports, and in TPRs and PPRs held in 2016-17**

- **Learning and teaching accommodation**

In the context of increasing student numbers and estates developments, insufficient suitable learning and teaching accommodation was the most prominent theme.

Comments relate to:

- Lack of flexible spaces to support innovative learning and teaching;
- Unsuitable equipment, furniture and ambiance;
- Disruption and noise due to estates development;
- Lack of available and suitable spaces for PGR students;
- Lack of space, especially social space, and School activity being spread across multiple buildings is impacting on the ability to support academic communities.

- **Timetabling**

Also in the context of increasing student numbers and estates developments, several Schools highlighted issues with timetabling. Issues included the timetabling of back-to-back classes which are in buildings far apart and classes near disruptive estates work, and issues regarding the room booking system.

- **Data to Support Quality Assurance and Enhancement Processes**

School annual quality reports highlighted challenges accessing and understanding the data available to support the annual monitoring, review and reporting process. The undergraduate student data dashboard has been well received, with a number of requests for postgraduate taught and research student data dashboards.

- **Personal Tutor system**

Student feedback on satisfaction with the Personal Tutor system varies widely across Schools, and there is a need to clarify roles in the Personal Tutor system.

- **Consistency and clarity of assessment and feedback processes**

Student feedback highlights a need for clarification of marking schemes and grade descriptors so that student are clear on what is expected of them in assessment. There is evidence of Schools giving this careful consideration and that plans are underway to address this issue, both at School- and University-level (aligning with ELIR outcomes).

- **Postgraduate tutors and demonstrators**

Training and support was identified as an area for further development, although it was also clear that many Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

**Edinburgh University Students' Association Priorities 2017-18**

**Executive Summary**

This paper seeks to provide an introduction to Edinburgh University Students' Association's new sabbatical officers and their priorities for 2017-18

**How does this align with the University / Committee's strategic plans and priorities?**

N/A

**Action requested**

This paper is for information

**How will any action agreed be implemented and communicated?**

N/A

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

N/A

**2. Risk assessment**

N/A

**3. Equality and Diversity**

This has been considered

**4. Freedom of information**

Open

**Key words**

**Originator of the paper**

Bobi Archer, Vice President Education, 7<sup>th</sup> September 2017.

## **The sabbatical officers elected for 2017-18 are:**

Patrick Kilduff, Students' Association President

Bobi Archer, Students' Association Vice President Education (VPE)

Kai O'Doherty, Students' Association Vice President Activities & Services (VPAS)

Oliver Glick, Students' Association Vice President Community (VPC)

Esther Dominy, Students' Association Vice President Welfare (VPW)

## **VPE Objectives for 2017-18:**

### **1. Reducing the pressures of Semester 1**

Creating a positive academic experience is crucial for students at the University in order for them to build effective communities and to truly succeed on their course. Consistent academic support along with an understanding of existing pressures are both fundamental to the reduction of stress experienced by students within our constantly evolving revision period. The Students' Association will work with the University to ensure that students are given the best chance of success and provided with adequate time to prepare for the semester 1 examination diet.

- Consistency in the Personal Tutor role and reviewing the existing training – with the ability to deal with issues regarding an individual's pastoral and academic support needs in the first instance. These could include signposting for services to deal with mental ill health and guiding individuals on their elective courses.
- The expectations of both the tutor and the tutee should be established at the beginning of each academic year in order to contribute to better understanding, communication and satisfaction with the programme
- Either week 6 or 7 to be free of regular (weekly) assignments in order to be in line with mid-semester feedback and to become a week of consolidation, reflection and preparation for staff and students
- Implementing the policy that 'no new material is introduced in week 11 of semester 1' in order to provide students with adequate preparation time for the assessment period
- All courses to have regular office hours and/or drop-in sessions throughout the revision and examination period
- All courses to provide a template of the examination structure
- Encouraging Schools within CSE to follow the implementations of CAHSS in regards to written submissions and to facilitate online assessments wherever practical

### **2. Joint Degrees**

Joint-degree students make up 14% of our student population, yet they are a cohort of students that is often overlooked. Although we thrive upon offering the Edinburgh Experience and flexibility to students within their degree programmes we often lack the systems in place to support these students and give them any sense of academic belonging. As a result I am working to secure:

- A joint-degree co-ordinator in all schools
- Joint-degree reps in each year of study within all schools
- Consistency in deadline extensions, special circumstances etc.
- A greater focus point in TPRs

### **3. The Three C's: Communication, Community and Class Reps**

There are currently 2808 class representatives with major inconsistencies across university, degree programme and individual course levels. The aim is to establish more coherent representative structures and transparency in communications to amplify the student voice within the University and Students' Association. With a revised system, the Students' Association can provide training that is more personal, more relevant and more effective. We are seeking to set out clear expectations of representatives to increase our direct engagement with the role; as a result University staff should also be able to have clearer and more useful communications with student representatives.

- Revising the representation system to provide a quality over quantity structure, in order to increase the effectiveness and volume of the student voice
- More effective and personal training for reps
- A clear feedback mechanism for reps to communicate discussions and actions with students
- All SSLC minutes to be published to help close the feedback loop and demonstrate to students that their voice is being acted upon
- Create powerful learning and peer networks for student representatives to recognise the benefits of collaborative working, as such creating deeper pockets of academic community and opportunities to develop individual skills
- A clear and transparent communication mechanism between Class Reps, School Reps and Sabbatical Officers, with the aid of the SSLC and School Rep Forum

Bobi Archer, Vice President Education, 7<sup>th</sup> September 2017.

The University of Edinburgh

Senatus Curriculum and Student Progression Committee

21 September 2017

## **Knowledge Strategy Committee Report**

### **Executive Summary**

This paper provides an update from the Knowledge Strategy Committee meeting held on 2 June 2017. This information will also be reported to other Senate committees.

### **How does this align with the University / Committee's strategic plans and priorities?**

Aligns with the strategic goal of leadership in learning.

### **Action requested**

For information

### **How will any action agreed be implemented and communicated?**

CSPC colleagues to communicate information onwards as appropriate.

### **Resource / Risk / Compliance**

#### **1. Resource implications (including staffing)**

There are none.

#### **2. Risk assessment**

There are no associated risks.

#### **3. Equality and Diversity**

Equality and diversity issues have been considered. No impact assessment is required

#### **4. Freedom of information**

The paper is open.

### **Originator of the paper**

Dr Lewis Allan, Head of Court Services, September 2017

# KNOWLEDGE STRATEGY COMMITTEE REPORT

2 June 2017

## 1 Core Systems Strategy

The Chief Information Officer and Librarian to the University presented a systems roadmap, technical strategies, vendor approach and procurement method for the University's proposed new core enterprise business systems. The following points were raised in discussion:

- Avoiding the current proliferation of local systems by encouraging staff 'buy-in' to the new system rather than relying on University policies to proscribe new local systems – integration with the Service Excellence Programme may aid staff buy-in as the Core Systems Strategy will not be viewed solely as an IT project;
- The opportunity for Information Services staff to spend increasing time collaborating with academic staff rather than maintaining a patchwork of ageing systems as at present;
- Environmental effects of 'cloud' computing systems – currently being considered with the assistance of the Social Responsibility and Sustainability department, initial indications are that large vendors have more efficient systems with lower environmental impact than local systems;
- Careful management of the implementation period to ensure that sufficient time for staff training is planned.

The strategy and the move to the first phase of procurement (competitive dialogue) was endorsed and recommended to Policy & Resources Committee for approval. A formal request for funding approval will follow.

## 2 Main Library Occupancy Review

The Director, Library and University Collections, presented the recommendations of the Main Library Study conducted by Shepley Bulfinch Architects between November 2016 and April 2017. This followed the Main Library Redevelopment Project which helped to increase user footfall from 1 million visits per year in 2004-05 to over 2 million visits in 2015-16 but has greatly increased pressure on the building (e.g. lifts, ventilation, study space available). The Study's findings that 2,000 extra study spaces are required to meet projected demand was discussed. The earlier approval by Estates Committee of funding to commence a procurement process and appoint a design team to progress the design for the short to medium term development opportunities identified in the Study was welcomed.

## 3 Library Committee Governance

Proposals to modify the Library Committee's governance structure and Convener were reviewed. It was noted that the remit, activity and membership of the Committee is controlled by University Ordinances no. 64 (Custody and Management of Libraries, created in 1895) and no. 182 (Composition of the Library Committee, created in 1978), which are outdated but difficult to change, with any revisions requiring the approval of Her Majesty in Council. However,

changes to other University Ordinances required by the Higher Education Governance (Scotland) Act 2016 provide an opportunity to replace the Library Committee Ordinances with a single University Resolution – ensuring an high level of consultation and oversight from Court and Senate remain in place but without requiring Scottish Government and Privy Council approval to change the membership of the Library Committee over time.

The Committee endorsed the proposal and recommended that Court approve in principle the revocation of Ordinances no. 64 and no. 182 and their replacement by a University Resolution.

Separately, the Committee approved the appointment of Professor Dorothy Miell as the Convener of Library Committee with effect from 1 August 2017.

#### **4 Learning Analytics Policy**

The Chair of Learning Analytics provided an update on the progress of the task group established to develop a Learning Analytics Policy and a set of Principles and Purposes for Learning Analytics approved by the Senate Learning and Teaching Committee. Noting that the Principles and Purposes are a precursor to a more detailed Policy document to be developed covering areas such as data governance, consent and security, the Committee approved the Principles and Purposes subject to minor textual amendment.

#### **5 Digital Skills and Lecture Recording Training Update**

The Head of Digital Skills & Training presented activities and plans for delivering Digital Skills training to staff and students across the University in support of the University's aspiration that all educators become digital educators and all students become digital students. It was noted that all lecture recording training will be available online over the summer period for academic staff prior to implementation in the new academic year. The Committee welcomed the presentation and the increasing range of Digital Skills training available within the University.

Dr Lewis Allan, Head of Court Services, September 2017