COURSE OVERVIEW

Name of course or programme:

Type of course or programme:

Language of course delivery:

Species / species groups covered by course

Topic(s) of course

Rationale for delivering the course:

Please identify the need for delivering this course and the benefit for delivering this course.

*Identify any unique selling points that will be used for marketing **eg novel teaching methods, novel content***

European Qualifications framework level:

Please describe your target audience:

Pre-requisites:
Please describe the audience in terms of the competencies of the learner

(eg the experience, discipline or specialty)

Hours of theoretical contact time: *Enter a number* **(eg 25.5 not 25h30)**
The hours of lecture / seminar time. These may be pre-recorded or in-person

Hours of practical contact time: *Enter a number* **(eg 25.5 not 25h30)**
The hours doing hands-on practical skills, including case evaluations. The definition of practical skills will vary by discipline.

Hours of self study: *Enter a number* **(eg 25.5 not 25h30)**
Self-study time will involve pre-content material, but not pre-recorded lectures

Comments on study time

Please provide any additional detail about study commitment as necessary including how you engage learners in self study

Theoretical credits: *Enter a number*
These may incorporate self-study as well as contact time

Practical credits: *Enter a number*

Total time commitment (hours):   **Total ECTS credits:**

COURSE ORGANISATION

Speaker / organisers *Please list all speakers including post-nominals. Indicate all conflicts of interests of each speaker, including employer. Please indicate course organiser (CO), speaker (S), module organiser (MO), Organising committee (OC) by each name to indicate their role*

Timetable

Please provide title, duration and deliverer of each session using the outline below - you may link to your website if this information is already available online)

Learning Outcomes

Please list learning outcomes using the guidance accessed using the button above. These can be concise for single day courses. Copy and paste from a word document to add formatting

Comments

You may leave any further comments to assist with the peer review process

LEARNING STRATEGY AND QUALITY ASSURANCE

How will you engage delegates in active learning?
Briefly describe active learning strategies, e.g. interactive problem-solving, assignments or assessments.

How will you ensure the quality of theoretical teaching?
How will you ensure that learning outcomes are delivered, that speakers follow the schedule both for timing and content. This should include use of delegate feedback

You may reference institutional policies that have been shared with VetCEE

How will you ensure the quality of practical teaching?
Consider size of each group for group work, number of facililtators per session

How many delagates will attend the course
Provide details of maximum number and any rationale for this cap

How will you ensure learners engage in the programme?
Briefly describe learner engagement and follow-up throughout the programme. This should be more than attendance monitoring (e.g. formative assessments and feedback, assignments)

E-LEARNING STRATEGY

Will the course use e-learning?

Hours of expected e-learning learning time please enter a number (eg 25.5 not 25h30)

How will you measure the engagement with e-learning?
Briefly describe how you will ensure learners engage with this content (eg completion records from VLE, quizes, assessments)

What action would result from non-engagement in e-learning?

What e-learning platforms will you use?

Describe what e-learning support is available
Include details of how learners will be supported in using e-learning effectively

Describe what technical support is available
Include contact details and office hours for learning technology support

ASSESSMENT STRATEGY

Will you use summative assessment in the course

What type of assessment(s) will you use?

If online, detail platform

How will assessment questions be formulated and quality assured?

Describe how the examination is blueprinted to the learning outcomes and the theoretical and practical taught components and to ensure that the correct learning skills (taxonomic levels) are being assessed

How will written submissions/presentations be assessed?
Eg double marking, anonymised, computer marked
Is there a standardised mark scheme?
Marking rubrics or criterion based marking?

Mark schemes can be uploaded as additional resources

How will a pass-mark be determined?

How are borderline candidates reviewed following marking?

Are learners able to cross compensate between modules?
If so give details

What is the impact of failing an assessment?
eg lack of progression to subsequent modules

What opportunities will delegates be given to resit an assessment that has been failed?
Include your strategy for re-use of previously used and previously experienced questions

POLICY FOR THE USE OF ANIMALS IN TEACHING

Will this course use live animals for demonstrations / practical components?

Name of animal welfare supervisors
Individuals responsible for the welfare of animals used in the course

Describe all procedures being undertaken
Include the procedure(s) being undertaken, the number and source of animals (and type), the number of times each procedure will be undertaken, the time each animal will be used for teaching, delegate:animal ratio.

Sources of animals may be client owned, teaching herds, farm etc

Medication and restraint
Describe and justify any medications that will be used and how the need for them is assessed. eg sedation, anaesthesia, non-chemical restraint, mydriatics etc

Animal Welfare
How will the health and welfare of animals be monitored during and after the teaching?
Describe how the use of animals in teaching is monitored/recorded

Will the course use fluids / tissues / specimens or cadavers?

How will fluids / tissues / specimens be obtained?
Describe the source, consent etc. If animals are euthanased specifically for this course, indicate justification

What measures are put in place to ensure these are collected in a legal / ethical manner

What measures are put in place to prevent disease spread?

I hereby certify that

1. the educational event is conducted in compliance with all relevant ethical, legal, regulatory, and industry-based requirements. The activities are free from any commercial or other forms of bias
2. all content within the educational event is evidence-based
3. potential or actual conflicts of interest for those involved in the event (speakers, organisers etc) have been declared

Furthermore I hereby guarantee that
1. I will respect and confirm the privacy and confidentiality of the learner and adhere to the European General Data Protection Regulation (GDPR-https://gdpr-info.eu (https://gdpr-info.eu)), and confirm that any information provided by the learner will only be utilized for the specific purposes of completing e-learning material.
2. I will submit a short feedback report (or "event report") to VETCEE within four weeks of the completion of the event, based on the participants' individual feedback.
3. I will comply with all VetCEE terms and conditions

Signature:

Equality Diversity and Inclusion Policy
Do you have a policy to ensure equality and diversity amongst speakers and delegates, if so please describe below. This information is not used as part of the accreditation process

Guidance on completion of application

1. Please use the PDF fields functionality rather than trying to amend the content using other tools – this enables us to extract the data directly.
2. Each field will overflow, we extract this content for review so please do not be concerned about this (There will be a + sign to enable you to see this
3. You may include weblinks to other resources (eg online timetables)

Allocation of credits

Credits are normally awarded for every 30 hours of learning. This does not need to all be in person delivery and should include the content being prepared in self-study. However, when using self-study content we will require you to demonstrate how you will measure engagement in this material.

As well as ECTS, we will award points based on the number of hours of teaching. This is more relevant for short courses.

European qualifications framework

[Details of the EQF can be found here](#). If content spans a variety of levels (eg a conference) you should indicate the level of the typical content; not the highest level. Specialist conferences are delivered at level 8

The level of credit should be one level higher than the existing qualification of delegates; veterinary surgeons have already completed a level 6 qualification, therefore their next achievement would be a level 7 qualification and courses should be aligned to that level

Level 6 credits would be awarded to veterinary undergraduates or graduates of a non veterinary degree (eg Bachelors in veterinary nursing)

Level 7 credits would be awarded to courses aimed at veterinary surgeons working towards a 'middle tier' of post-graduate training.

Level 8 credits would be awarded to courses aimed at veterinary surgeons working towards specialist qualifications, eg residents, or those who already have a specialist qualification.

GUIDANCE ON THE REQUIREMENTS FOR LEARNING OUTCOMES

Please list the outcomes of the course. To add formatting it is easiest to work in Word and copy into these fields. Learning outcomes should describe what delegates should be able to do after completion of this training. They are ideally written using descriptive, measurable terms. The level of detail will depend upon the duration, type and level of a course. Details on how to construct measurable learning outcomes are shown n the next page

For short courses, less than 1 day in duration
- Learning outcomes can be brief and generalised for the entire period, session by session outcomes are not normally required. For example
    - to explain the concepts of ……
    - to apply the concepts of …… to every day clinical practice
    - to undertake …..
    - to confidently approach cases of …..

For 1-2 day long courses

- Learning outcomes can be provided for session by session or for the entire course (if covering a single subject)
- Learning outcomes must match the taxonomy of the learning level

For multi-day courses with self-study material

- Session by session learning outcomes should be available
- Learning outcomes should be defined for the self study material
- Learning outcomes must match the taxonomy of the learning level

For conferences

- Session titles should be descriptive
- The level of each session should be identifiable to participants where multiple streams run concurrently (eg specialist, generalist, nurse)
- Congress committee members are responsible for ensuring that speakers understand the level and content of each session and for preventing un-planned duplication of content.
- Outcomes for attendance should can be generalised for example
    - Be able to describe the lastest best practice in the field (level 6)
    - Be able to to describe the latest innovations in the field (level 7)
    - Be able to describe the latest science based advances in the field (level 8)

For modular courses

- Session by session learning outcomes should be available. As a guide each ECTS credit should have 5-10 learning outcomes
- Learning outcomes must match the taxonomy of the learning level

How to write learning outcomes

Learning outcomes should define what characteristics your learners will develop and activities that they can perform after completion of the training. They should be measurable acitivites; things that can be undertaken, not based on broad concepts such as 'understanding'.

Outcome – Delegates should be able to	Critique
'understand renal function' POORLY DEFINED, UNMEASURABLE	*Understand* is not measurable and not specific – *Renal function* is very broad This outcome could be delivered to a school child in middle school or a specialist – but with very different outcomes.
'explain the role of the kidney in sodium balance in the normal dog' GOOD LEVEL 7	*Explain* – can be measured, you can ask questions based on this *Sodium balance* – this gives the specific aspect of all of the functions of the kidney
'Apply their knowledge of renal function to explain electrolyte derrangments in dogs with renal failure' GOOD LEVEL 8	*Apply* – This is a more advanced skill than just 'explain' and requires higher order skills applicable to those working towards specialisation

Further details about the construction of learning outcomes can be found here. The verbs used help define the different intellectual skills, although learning outcomes related to highly complex concepts may be accurately defined using lower order skills.

KNOWLEDGE

List | Define
Recall | Arrange
State | Order
Label | Repeat
Memorize
Name | Select
Record

COMPREHENSION

Translate
Paraphrase
Discuss | Report
Locate | Explain
Restate | Describe
Express | Identify
Generalize
Recognize | Classify
Summarize

APPLICATION

Operate | Apply
Use | Solve
Demonstrate
Prepare | Choose
Show | Sketch
Employ | Practice
Dramatize
Interpret
Illustrate
Produce
Schedule

ANALYSIS

Analyze | Question
Differentiate
Experiment
Examine | Test
Categorize
Distinguish
Calculate | Inspect
Contrast | Outline
Infer | Compare
Discriminate
Appraise | Criticize
Diagram | Debate
Inventory | Relate

SYNTHESIS

Create | Compose
Argue | Design
Plan | Support
Arrange | Collect
Revise
Formulate
Propose
Construct
Set up
Organize
Manage
Prepare
Assemble
Rearrange
Develop

EVALUATION

Rate | Evaluate
Assess | Judge
Value | Revise
Justify
Recommend
Conclude
Defend
Interpret
Predict
Estimate
Appraise
Compare
Score
Select
Choose
Measure

LOWER ORDER THINKING SKILLS   HIGHER ORDER THINKING SKILLS