



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Therapy and Rehabilitation of the Equine Athlete				
Module Code	UIEXKS-15-M	Level	M	Version	1
Owning Faculty	Hartpury	Field	Equine Science		
Contributes towards	Masters by Research Equestrian Performance MSc Equine Science PGDip Equine Science PGDip Equestrian Performance PGCert Equine Science PGCert Equestrian Performance and Rehabilitation PGCert Equine Behaviour and Welfare				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

CAP Approval Date	12 March 2013
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Critically evaluate the process of lameness investigation and veterinary diagnostic imaging techniques (A, B). 2 Assess the relationship between risk of orthopaedic disease and sporting discipline (A, B). 3 Critically assess methods of pain management (A, B). 4 Critically evaluate the types of mobilisation and manipulation techniques available applicable for use in horses (A, B). 5 Demonstrate an in depth understanding of spinal kinematics and critically evaluate the aetiology of back pathology (A, B). 6 State and defend the use of the controlled exercise programmes for training and rehabilitation of equine athletes (A, B). 7 Design, plan and monitor therapeutic treatment programmes (A, B). 8 Present and communicate in both verbal and written forms in a professional and academically rigorous manner (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Understanding lameness investigation and diagnostic imaging. 2 Practical case assessment. 3 Typical orthopaedic conditions affecting sport horses. 4 Back kinematics and back pathology. 5 Manipulation and mobilisation techniques.

	6 The use of exercise within a rehabilitation programme.												
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures</td> <td>18</td> </tr> <tr> <td>Seminars/practicals</td> <td>18</td> </tr> <tr> <td>Guided and independent study</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	Lectures	18	Seminars/practicals	18	Guided and independent study	114	TOTAL	150				
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Teaching and Learning Methods	<p>A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and also learn how to apply therapy and rehabilitation techniques in a therapeutic environment (36 hours). It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at postgraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. Conferencing technologies (including video conferencing, Skype) will be used in conjunction with the virtual learning environment (VLE), email and phone calls to keep in touch with students between teaching blocks.</p> <p>Scheduled Learning Delivery includes lectures, seminars, tutorials, demonstration, and practical classes.</p> <p>Independent Learning Includes hours engaged with essential reading, proposal form preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p>Virtual Learning Environment (VLE) (or equivalent) This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p> <p><i>Scheduled sessions may vary slightly depending on the module choices you make.</i></p>												
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE.</p> <p><u>Key Information Set - Module data</u></p> <table> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <i>Written Exam:</i> Unseen written exam, open book written exam, In-class test. <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<p>Total assessment of the module:</p> <table border="1" data-bbox="927 226 1058 331"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	0%	Practical exam assessment percentage	50%		100%
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Coursework assessment percentage	0%								
Practical exam assessment percentage	50%								
	100%								
Reading Strategy	<p>Essential Reading Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications, and inter-library loans.</p> <p>Further Reading Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources.</p> <p>Access and Skills The development of literature searching skills is supported by a library seminar held during Induction. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to ensure they are sourcing high quality references so that can maintain academic integrity and avoid plagiarism. Additional support is available through the library services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>								
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Clayton, H.M. and Back, W. (Current Edition) <i>Equine Locomotion</i>. London: W.B. Saunders Co. • Denoix, J-M. and Pailloux, J-P. (Current Edition) <i>Physical Therapy and Massage for the Horse</i>. London: Manson Publishing Ltd. • Ross, M.W. and Dyson, S.J. (Current Edition) <i>Diagnosis and Management of Lameness in the Horse</i>. London: Saunders. Co. • Williams, G. and Deacon, M. (Current Edition) <i>No Foot, No Horse</i>. London: Kenilworth Press. • McGowan, C., Goff, L. and Stubbs, N. (Current Edition) <i>Animal Physiotherapy: Assessment, Treatment and Rehabilitation of Animals</i>. London: Blackwell Publishing. <p>Recommended Journals:</p> <ul style="list-style-type: none"> • Equine Veterinary Science. • Equine Veterinary Education. • Comparative Exercise Physiology. 								

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy of an oral case study report and a written exam has been chosen so as to facilitate utilisation of the information and experience gained throughout the module.</p> <p>The students will be required to evaluate a case study through an oral presentation utilising information from the material covered in lectures and further reading; this will be held the end of the module. Therapy and rehabilitation of the horses in clinical practice requires an approach based on the evaluation of the individual and the endogenous and exogenous factors influencing it. Communication of the evaluation and the treatment plan to the owner is normally through verbal discussion and therefore the ability to evaluate an individual case study, propose an appropriate treatment methodology and communicate this verbally in an appropriate professional manner are essential skills. The written examination will ensure that students can demonstrate a robust and comprehensive understanding of the material covered during the module in a controlled examination setting.</p> <p>Feedback can be gained from this module in the module delivery, on feedback sheets, on the VLE, in tutorials and in revision sessions.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>
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Identify final assessment component and element	Written Examination.
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% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
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1 Written Examination (1.5 hours)	100%
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Component B Description of each element	Element weighting
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1 Oral Case Study Report (25 minutes)	100%
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
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1 Written Examination (1.5 hours)	100%
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Component B Description of each element	Element weighting
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1 Oral Case Study Report (25 minutes)	100%
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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.