CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Understanding Veterinary Diagnostics and Physiotherapy Assessment					
Module Code	UIEVX4-30-M		Level	M	Version	2.0
Owning Faculty	Hartpury		Field	Equine Science		
Contributes towards	MSc Veterinary Physiotherapy					
PSRB involved	ACPAT CSP					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2020		Valid to	01 September 2025		

CAP Approval Date	V2.0- 27 January 2021 30 May 2013 (HLS) 11 June 2013 (HAR)

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1 Demonstrate an understanding of the pathogenesis of common disease conditions affecting domestic animals and critically appraise the impact of pathologies with reference to factors such as disciplines, training, psychosocial issues, husbandry (A, B). 2 Demonstrate a critical knowledge of relevant veterinary diagnostic procedures and apply veterinary diagnostic test outcomes to physiotherapy assessment (A). 3 Demonstrate an understanding of normal and abnormal functional movement patterns and conformation in small and large animals (A). 4 Demonstrate the ability to carry out appropriate and competent physiotherapy assessments and sound clinical reasoning/decision making relating to small and large animals (A). 5 Critically appraise research evidence related to neuromusculoskeletal pathologies, common disease conditions in small and large animals, and physiotherapy assessment procedures, tools and outcome measures (B). 6 Demonstrate appropriate and professional written and verbal communication skills with clients and the inter-disciplinary team with attention to confidentiality issues including comprehensive documentation of assessment/treatment (A). 7 Demonstrate appropriate self-management within clinical placement settings in an efficient, effective and professional manner (A).

	8 Critically evaluate and reflect on veterinary physiotherapy practice of self and others and identify strategies for practice development (A, B) 9 Demonstrate an ability to assess the impact of equipment use (A, B). 10 Demonstrate an ability to assess the impact of the handler/trainer/rider (A, B).
Syllabus Outline	• Identification of normal and abnormal movement and conformation across a range of breeds/types of large and small animals. • Pathogenesis of common disease problems associated with domestic species; principally equine, canine, feline. • Veterinary diagnostic techniques used in the investigation and the assessment of the functional and non-functional animal to assess the effect of the disease states; clinical examination, haematology, biochemistry, radiography, ultrasound, local anaesthesia. • Relevant policies/guidelines to the scope of physiotherapy assessment in relation to veterinary diagnosis, for example the Veterinary Surgeons Act, Chartered Society of Physiotherapy (CSP) standards. • Assessment tools and procedures relevant to a range of neuromusculoskeletal conditions with respect to the needs of the animal and handler. • Safe, effective and competent subjective and objective physiotherapy assessment in a variety of veterinary settings for a variety of neuromusculoskeletal conditions. • Animal husbandry. • Training, disciplines, tack, equipment, owner handling skills. • Clinical reasoning and decision making related to assessment. • Goal setting and outcome measures. • Communication and documentation. • Interdisciplinary team.
Teaching and Learning Methods	***Scheduled Learning*** Includes lectures, seminars, demonstration, practical classes. ***Placement Learning*** Includes supervised practice placement days spent with Category A practitioners and Veterinary Surgeons. A minimum of 12 days supervised clinical practice is required. ***Independent Learning*** Includes hours engaged with essential reading, case study preparation, and portfolio development. It is anticipated students will spend approximately 90 hours on independent study and 90 hours on assignment preparation including formative assessments. ***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.

Key Information Sets Information	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. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Expected learning hours for the module:

Number of credits for this module 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	36	180	84	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:

Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	***Essential reading*** Essential 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 unless explicitly stated and students will have full access to library services, online applications, and inter-library loans. ***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. ***Access and skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.

Indicative Reading List	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. • Benninger., M. I. Seller., G.S. Robinson., L.E. (2004) *Three dimensional motion patter of the caudal lumber and lumbosacral portions of the vertebral column of dogs.* Am. J. Res 65(50 544-551. • Cauvin, E. (1997) *Assessment of back pain in horses.* In Practice Nov/Dec, 522-533. • De Lahunta, A., (2001) *Neurological examination. Clinical Neurology in Small Animals*. (www.ivis.org). • Goff., L and Crook., T (Current Edition) *Physiotherapy assessment for animals. In Animal physiotherapy assessment, treatment and rehabilitation of animals.* Blackwell: London. • Goff., L and Jull., G (Current Edition) *Manual therapy. In Animal physiotherapy assessment, treatment and rehabilitation of animals.* Blackwell: London. • Goff., L. M. (2009) *Manual Therapy for the Horse—A Contemporary Perspective. Journal of Equine Veterinary Science* 29, (11). • Haussler., K. (2009) *Review of Manual Therapy Techniques in Equine Practice. Equine Veterinary Science* 29, (12) 849-869. • Moses, P, A. and McGowan, C. (2007) *Neurological and muscular conditions.* In Mc Gowan, C., Geoff. L., Stubbs. N., *Animal Physiotherapy assessment, treatment and rehabilitation of animals.* Blackwell Publishing chapter 7, 102-135. • Parent, J., (2001) *The neurological examination. World Small Animal Veterinary association*. World Congress: Vancouver 2001.

Part 3: Assessment	
Assessment Strategy	There are two components of assessment: The Clinical Practice Portfolio reflects the professional practice nature of this module and adheres to the University regulations regarding pass/fail marking. It assesses the student professional and practical skills, and also the underpinning knowledge and clinical reasoning essential to practice; the Written Assignment is designed to enable students to explore a topic or issue associated with the module syllabus with reference to relevant and available literature. This will be marked with reference to specific criteria which is available in the module handbook. Both components can be considered to have a formative aspect of assessment as students will be able to gain ongoing feedback from clinical supervisors during placement and they will be able to gain feedback on a proportion of draft work with respect to the written assignment. In addition to this there will be a scheduled formative oral/practical assessment of knowledge, understanding and practical skills which allows students individual feedback and reflection on their learning. Where necessary, and appropriate, an alternative medium of assessment may be negotiated. 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.
Identify final assessment component and element	Clinical Practice Portfolio

% weighting between components A and B (Standard modules only)	**A:**	**B**:
	P/F	100%
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1 Clinical Practice Portfolio	Pass/Fail	
Component B **Description of each element**	**Element weighting**	
1 Written Assignment (3000 word)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1 Clinical Practice Portfolio – at the discretion of the Award Board	Pass/Fail	
Component B **Description of each element**	**Element weighting**	
1 Written Assignment (3000 word)	100%	
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.		