




## Module Specification

Part 1: Basic Data					
Module Title	Equine Veterinary Science				
Module Code	UIEXN5-15-1	Level	1	Version	1.3
Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine	Module Type	Standard		
Contributes towards	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Science with Therapy (SW) BSc (Hons) Racehorse Performance and Rehabilitation BSc (Hons) Racehorse Performance and Rehabilitation (SW) FdSc Equine Science and Management FdSc Equine Performance FdSc Equine Performance (SW) MSci Equine Science MSci Equine Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	18 <sup>th</sup> February 2016	Valid from	01 September 2016		
Amendment Approval Date	V1.3 23 February 2017	Revised with effect from	V1.3 01 September 2017		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Review states of health and disease and apply preventative management and control strategies to practical situations (A).</li> <li>2 Discuss the theoretical and practical aspects of research for the investigation of specific equine diseases (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Veterinary terminology and legislation associated with veterinary science.</li> <li>2 Health and disease: indicators of health and disease, (infections, neoplastic, parasitic, congenital, traumatic causes of disease).</li> <li>3 Notifiable diseases: symptoms, susceptible animals, means of spread, treatment, prevention and control, what to do in the event of an outbreak.</li> <li>4 Haematology and biochemistry. Preventative medicine (vaccinations, anthelmintics, immunology).</li> <li>5 Identify and categorise common injuries and disorders and analyse the suitability of appropriate first aid and monitoring strategies</li> <li>6 Common disorders: lameness, wounds, healing and first aid.</li> </ol>

Teaching and Learning Methods (and contact hours)	<p>A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and also learn how to practically apply the theory. The teaching time will be split between lectures and applied sessions such as seminars and practicals. 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.</p> <p><b>Virtual learning environment (VLE) (or equivalent)</b>  This specification 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>																																			
Key Information Sets Information	<p>HEFCE require Key Information Sets (KIS) to be produced at programme level for all undergraduate programmes of more than one year in length. 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.</p> <table border="1" data-bbox="483 636 1378 987"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <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> <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 style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="600 1391 1270 1626"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p><b>Essential reading</b> 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><b>Further reading</b> 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><b>Access and skills</b> 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.</p>
Indicative Reading List	<p>The following list is offered to provide the Curriculum Approval Committee/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.</p> <ul style="list-style-type: none"> <li>• Blood, D.C. &amp; Studdert, V.P. (Current Edition) <i>Saunders comprehensive veterinary dictionary</i>. London: W. B. Saunders.</li> <li>• Colahan, P.T., Mayhew, I. G., Merritt, A.M. &amp; Moore, J.N. (Current Edition) <i>Equine medicine and surgery</i>. USA: American Veterinary Publications, Inc.</li> <li>• Coumbe, K. (Current Edition) <i>Equine veterinary nursing manual</i>. Oxford: Blackwell Science.</li> <li>• Dyce, K.M., Sack, W.O. &amp; Wensing, C.J.G. (Current Edition) <i>Textbook of veterinary anatomy</i>. Philadelphia, USA: WB Saunders Company.</li> <li>• Rose, R.F. &amp; Hodgson, D.R. (Current Edition) <i>Manual of equine practice</i>. London: WB Saunders.</li> <li>• Thrusfield, M. (Current Edition) <i>Veterinary epidemiology</i>. Oxford: Blackwell Science.</li> </ul>

### Part 3: Assessment

Assessment Strategy	<p>The presentation will be based on a selection of case studies provided by the module team, requiring students to apply the materials covered in this module to situations they may encounter in industry. Students will be given the opportunity for formative presentation of case studies within seminar sessions, allowing students to build confidence for their summative assessment. The formative presentations may initially be in groups, and as the module progresses, develop to presentations in pairs and individually.</p> <p>Students are encouraged to submit and discuss drafts of their presentations with the module team in applied sessions, and in individual tutorials. Applied sessions will involve activities designed to provide and receive peer and staff feedback. Opportunity for formative assessment exist for the assessment strategy used, which will incorporate a range of case studies requiring student review. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</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 VLE.</p>
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Identify final assessment component and element	<b>Case study individual presentation</b>	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Case study individual presentation 20 minutes	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
Case study individual presentation 20 minutes	100%	
<p>If a student is permitted a retake of the module under the Academic Regulations and Procedures, the assessment will be that indicated by the Module Specification at the time that retake commences.</p>		