



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic data					
Module title	Equine Veterinary Science				
Module code	UIEXN5-15-1	Level	1	Version	1
Owning faculty	Hartpury	Field	Equine		
Contributes towards	BSc (Hons) Equestrian Sport Science BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) FdSc Equine Science and Management FdSc Equine Performance FDsC Equine Performance (SW)				
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	

<b>CAP approval date</b>	01 August 2013
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Part 2: Learning and teaching	
Learning outcomes	On successful completion of this module students will be able to:  1 Understand the balance between health and disease and apply preventative management and control strategies to practical situations (A, B). 2 Understand the theoretical and practical aspects of epidemiological research for the investigation of specific equine diseases (A).
Syllabus outline	1 Veterinary terminology and legislation associated with veterinary science. 2 Health and disease: indicators of health and disease, (infections, neoplastic, parasitic, congenital, traumatic causes of disease). 3 Notifiable diseases: symptoms, susceptible animals, means of spread, treatment, prevention and control, what to do in the event of an outbreak. 4 Haematology and biochemistry. Preventative medicine (vaccinations, anthelmintics, immunology). 5 Identify and categorise common injuries and disorders and analyse the suitability of appropriate first aid and monitoring strategies 6 Common disorders: lameness, wounds, healing and first aid. 7 Epidemiological concepts (endemic, epidemic, etc.); monitoring disease patterns; application of epidemiological research to the veterinary field.

	Some of the above topics will be considered in line with but not exclusively to the current British Horse Society Horse Knowledge and Care Stages, awarded by Equestrian Qualifications GB Limited, levels one to three (please see associated matrix within the programme specification).												
Contact hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>114</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	<b>TOTAL</b>	<b>150</b>				
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<b>TOTAL</b>	<b>150</b>												
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 practically apply the theory (36 hours). It is expected that students will spend a minimum of 114 hours on guided independent learning as this is an essential component of modules at undergraduate 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.</p> <p><b>Scheduled learning</b> Delivery includes lectures, outside speakers, discussion, demonstrations, self-directed learning, group work and videos/ DVD's seminars and practical sessions.</p> <p><b>Independent learning</b> Includes hours engaged with essential reading, directed reading to engage group work and discussion during formal sessions. These sessions constitute an average time per level as indicated in the table below.</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>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.</p> <p><u>Key information set - module data</u></p> <table border="1"> <tr> <td><i>Number of credits for this module</i></td> <td>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>150</td> <td>36</td> <td>114</td> <td>0</td> <td>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"> <li><i>Written exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li><i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <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>	<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
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Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated hours									
150	36	114	0	150									

	<p>Total assessment of the module:</p> <table border="1"> <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%
Written exam assessment percentage	50%								
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	100%								
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 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"> <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>. 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>Appropriate assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills.</p> <p>Group presentation: Students will be assessed through a group presentation with particular emphasis on the knowledge, understanding and evaluation of the balance between health and disease in the equine and be able to apply preventative management and control strategies to practical situations. Students will develop their communication and presentation skills as well as their team work skills.</p>
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	<p>Written examination: Students will be tested under controlled conditions about their knowledge and understanding of the balance between health and disease in the equine and be able to identify preventative management and control strategies to practical situations. Students will also be tested on the theoretical and practical aspects of epidemiological research in the investigation of specific equine diseases.</p> <p>Opportunity for formative assessment exist for the assessment strategy used. 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>		
Identify final assessment component and element	Written examination		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>	
	50%	50%	
<b>First sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>		
1 Written examination (1 hour written exam)	100%		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>		
1 Group 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>		
1 Written examination (1 hour written exam)	100%		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>		
1 Individual presentation (10 minutes)	100%		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			