



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic data					
Module title	Equine Diagnostics and Therapy				
Module code	UIEXR9-15-2	Level	2	Version	1.1
Owning faculty	Hartpury	Field	Equine Science		
Contributes towards	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) BSc (Hons) Equestrian Sports Science MSci Equine Science MSci Equine Science (SW)				
UWE credit rating	15	ECTS credit rating	7.5	Module type	Standard
Pre-requisites	Equine Functional Anatomy (UIEXN8-30-1)	Co-requisites	None		
Excluded combinations	Applied Equine Diagnostics and Therapy (UIEXR6-15-2)	Module entry requirements	None		
Valid from	01 September 2015	Valid to	01 September 2020		

<b>CAP approval date</b>	03 February 2015
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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 Assess the impact of legislation in relation to treatment of equines and appreciate the relationship required between veterinary surgeons and paraprofessionals (A).</li> <li>2 Recognise lameness in a horse and while understanding the process of lameness investigation, be aware of associated limitations (A).</li> <li>3 Evaluate a range of diagnostic tools available to the veterinary surgeon, including awareness of limitations, application and underpinning research (A).</li> <li>4 Appreciate the range of therapists available in the treatment of horses, including a critical awareness of qualifications, governing bodies and approach to treatment, forming a scientific judgement on their appropriateness of use (A).</li> <li>5 Critically evaluate the scientific and clinical evidence underpinning available therapeutic practices (A).</li> </ol>
Syllabus outline	<ol style="list-style-type: none"> <li>1 Legislation relating to animal health and welfare.</li> <li>2 Methods of diagnosis (for example radiography, ultrasonography, scintigraphy, MRI etc.).</li> <li>3 Therapeutic treatment tools including photo medicine, therapeutic ultrasound, magnetic therapy, electrical based therapies (eg TENS, interferential) and acupuncture.</li> <li>4 Therapeutic professions such as massage, osteopathy, physiotherapy, chiropractic and Mctimoney.</li> </ol>

Contact hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc:</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study:</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning:</td> <td style="text-align: right;">114</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><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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Teaching and learning methods	<p><b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Placement learning</b> Students are encouraged to engage in the volunteer scheme within The Equine Therapy Centre to support their application and understanding of the content of this module as well as development of CV enhancing contacts and links. Please see the module guide for details.</p> <p><b>Virtual learning environment (VLE)</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><b>Key information set – module data</b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">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:</p> <ol style="list-style-type: none"> <li>1 <i>Written exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <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> <p>Total assessment of the module:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Written exam assessment percentage</td> <td style="text-align: center; padding: 2px;">100%</td> </tr> <tr> <td style="padding: 2px;">Coursework assessment percentage</td> <td style="text-align: center; padding: 2px;">0%</td> </tr> <tr> <td style="padding: 2px;">Practical exam assessment percentage</td> <td style="text-align: center; padding: 2px;">0%</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 2px;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	100%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		100%
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Reading strategy	<p><b>Essential readings</b> Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b> Further reading will be required to supplement the set text and other printed readings. 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 search, 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.</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>• Bromiley, M.W. (Current Edition) <i>Equine injury, therapy and rehabilitation</i>. Oxford: Blackwell Scientific.</li> <li>• Bromiley, M. W. (Current Edition) <i>Natural methods for equine health and performance</i>. Chichester: Wiley-Blackwell</li> <li>• Denoix, J.M. and Pailloux, J.P. (Current Edition) <i>Physical therapy and massage for the horse</i>. London: Manson Publishing Ltd.</li> <li>• Dyce, K.M., Sack, W.O. and Wensing, C.J.G. (Current Edition) <i>Textbook of veterinary anatomy</i>. Philadelphia: Saunders.</li> <li>• Ross, M. W. &amp; Dyson, S.J. (Current Edition) <i>Diagnosis and management of lameness in the horse</i>. Missouri: Elsevier Saunders.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• Equine Veterinary Journal</li> <li>• The Veterinary Journal</li> </ul>

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The assessment linked to this module is designed to ensure the learning outcomes are assessed at the relative FHEQ level, alongside supporting progression to the third year of the student's award. As a result the assessment strategy requires both knowledge recall (MCQ) alongside critical evaluation and problem solving (written examination). The assessment allows formal evaluation of student's learning which will underpin both their own assessment of their knowledge as well as the module leader's assessment of the whole group.</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>		
Identify final assessment component and element	Written examination.		
<b>% weighting between components A and B</b> (Standard modules only)		<b>A:</b>	<b>B:</b>
		100%	0%
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	In-class MCQ assessment (30 minutes)	25%	
2	Written examination (1.5 hours)	75%	
<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 (2 hours)	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.			