



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

<b>Part 1: Basic Data</b>					
Module Title	Equine Disease and Disorders				
Module Code	UIEXRA-15-2	Level	2	Version	1.1
Owning Faculty	Hartpury College	Field	Equine Science		
Contributes towards	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) FdSc Equine Science and Management MSci Equine Science MSci Equine Science (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 2015		Valid to	01 September 2020	

<b>CAP Approval Date</b>	03 February 2015
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Discuss an array of diseases affecting the body systems and evaluate the use of a range of methods available for diagnosis of disease (A, B).</li> <li>2 Discuss the different parasitic infections that may affect the equine and the methods used to diagnose and treat (A, B).</li> <li>3 Analyse the scientific principles of veterinary medical options and their application to clinical cases (A, B).</li> <li>4 Explain theoretical and clinical aspects of pain and inflammation, appreciating the variety of approaches used for control and their associated limitations (A, B).</li> </ol>
Syllabus Outline	<p>The areas could include:</p> <ol style="list-style-type: none"> <li>1 Diseases affecting body systems: respiratory, cardiovascular, digestive, urinary, neurological, sensory and endocrine</li> <li>2 Diagnostic methods including but not exclusive to: radiography, ultrasonography, MRI and CT scanning, nuclear scintigraphy, endoscopy, physical principles, haematology, lactate and cortisol levels, hormone levels and swabbing whilst considering the health and safety issues</li> <li>3 Parasitology: Ecto- and endo-parasites; symptoms, diagnosis and control.</li> <li>4 Therapeutic treatment.</li> <li>5 Pain and inflammation: physiology, clinical significance and control.</li> <li>6 Euthanasia and the ethical implications surrounding it.</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33 hours</td> </tr> <tr> <td>Self directed study</td> <td>3 hours</td> </tr> <tr> <td>Independent learning</td> <td>114 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table>	Lectures, guided learning, seminars etc	33 hours	Self directed study	3 hours	Independent learning	114 hours	<b>TOTAL</b>	<b>150 hours</b>				
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Teaching and Learning Methods	<p>This module will be delivered over one academic semester with the main delivery of information being provided within a lecture session and then supported within smaller seminar or practical session to facilitate effective discussion and student driven sessions.</p> <p><b>Scheduled learning</b> A variety of learning strategies will be used which may include lectures, tutorials, demonstrations, seminars, laboratory and yard practicals, guest speakers, self-directed learning, videos and DVDs, and e-learning.</p> <p><b>Independent learning</b> Includes hours engaged with essential reading, directed reading of papers, 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>Virtual Learning Environment (VLE) (or equivalent)</b> 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>												
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> <table border="0"> <tr> <td><i>Number of credits for this module</i></td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <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 of:</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>	<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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	<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" data-bbox="938 344 1066 450"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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	100%								
<p>Reading Strategy</p>	<p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, etc. This guidance will be available in the module handbook.</p> <p>Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.</p> <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 will be supplied with indicative reading lists for the module and for the individual lecture sessions to support them in their independent study. 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 up-to-date literature and classic works from the academic literature and wider professional sources.</p> <p><b>Access and Skills</b> 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>								
<p>Indicative Reading List</p>	<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>• Akers, R.M. &amp; Denbow, D.M. (Current Edition) <i>Anatomy and Physiology of Domestic Animals</i>. UK: Blackwell Publishing Ltd.</li> <li>• Brega, J. (Current Edition) <i>Essential Equine Studies Book One Anatomy and Physiology</i>. Great Britain: J.A. Allen</li> <li>• Denny, H.R. (Current Edition) <i>Treatment of equine fractures</i>. London: Wright.</li> <li>• Jubb, K.V.F., Kennedy, P.C. &amp; Palmer, N. (Current Edition) <i>Pathology of domestic animals</i>. San Diego: Academic Press Inc.</li> <li>• McGreevy, P. (Current Edition) <i>Equine Behaviour. A guide for veterinarians and equine scientists</i>. China: Saunders.</li> <li>• McIlwraith, C.W. &amp; Trotter, G.W. (Current Edition) <i>Joint diseases in the horse</i>. Philadelphia: W.B. Saunders Company.</li> <li>• Radostits, O.M. (Current Edition) <i>Veterinary Medicine</i>. London: Saunders.</li> </ul>								

- Rang, H.P., Dale, M.M. & Ritter, J.M. (Current Edition) *Pharmacology*. Edinburgh: Churchill Livingstone.
- Short, C.E. & Van Posnak, A. (Current Edition) *Animal pain*. New York: Churchill Livingstone.
- Taylor, M.A., Coop, R.L. and Wall, R.L. (Current Edition) *Veterinary Parasitology*. Oxford: Blackwell Publishing.

Journals:

- Bramlage, L.R., Edwards, G.B. & Wade, J.F. (1989) Equine orthopaedic injury and repair. *Equine Veterinary Journal*. Supplement 6.
- Morton, C.M., Reid, J., Scott, M., Holton, L.L. & Nolan, A.M. (2005) Application of a scaling model to establish and validate an interval level pain scale for assessment of acute pain in dogs. *American Journal of Veterinary Research*. 66(12). pp. 2154-2166
- Muir, W.W., Rosedale, P.D. & Keen, P.M. (1992) Equine therapy, anaesthesiology and pharmacology. *Equine Veterinary Journal*. Supplement 11
- Valverde, A. & Gunkel, C.I. (2005) Pain management in horses and farm animals. *Journal of Veterinary Emergency and Critical Care* 15 (4). pp. 295-307
- Vinuela-Ferndandez, I., Jones, E., Welsh, E.M. & Fleetwood-Walker, S.M. (2007) Pain mechanisms and their complications for the management of pain in farm and companion animals. *The Veterinary Journal*. 174 (2), pp. 227-239.
- Weary, D., Nicol, L., Flower, F. & Fraser, D. (2006) Identifying and preventing pain in animals. *Applied Animal Behaviour Science*. 100 (1-2), pp. 64-76.

Websites:

- British Veterinary Association [www.bva.co.uk](http://www.bva.co.uk).
- Department for Food & Rural Affairs [www.defra.gov.uk](http://www.defra.gov.uk).
- World Organisation for Animal Health [www.oie.int](http://www.oie.int).
- International Veterinary Information Service [www.ivis.org](http://www.ivis.org).

*The above sources give an indication of the area of study involved. Although students may be directed to some specific titles, they will also be encouraged to identify other relevant material for themselves.*

<b>Part 3: Assessment</b>			
<b>Assessment Strategy</b>	<p>The module is assessed using a written examination to ascertain the students' knowledge and understanding of a range of topics and disorders covered within the syllabus.</p> <p>The Poster requires students to complete a review of literature surrounding a given disease or disorder concisely.</p> <p>Students will also be given opportunities to reflect on their knowledge and understanding at the end of sessions and formative assessment will also be provided in the module delivery, on 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 VLE.</p>		
Identify final assessment component and element	Written examination		
<b>% weighting between components A and B (Standard modules only)</b>		<b>A:</b>	<b>B:</b>
		50%	50%
<b>First Sit</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Written examination (1.5 hour)	100%	
<b>Component B</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Poster (A1)	100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Written examination (1.5 hour)	100%	
<b>Component B</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Poster (A1)	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.			