



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Animal Therapy I				
Module code	UINXU4-15-2	Level	2	Version	1.1
Owning faculty	Hartpury	Field	Animal and Land Science		
Contributes towards	BSc (Hons) Animal Science BSc (Hons) Animal Science (SW) BSc (Hons) Applied Animal Science BSc (Hons) Applied Animal Science (SW) BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) BSc (Hons) Bioveterinary Science BSc (Hons) Veterinary Nursing Science (SW) FdSc Animal Science and Management FdSc Veterinary Nursing Science (SW) FdSc Equine Veterinary Nursing Science (SW)				
UWE credit rating	15	ECTS credit rating	7.5	Module type	Standard
Pre-requisites	Anatomy & Physiology (UINXNW-30-1); OR Anatomy for Veterinary Nurses (UINXNP-30-1); OR Anatomy & Physiology (UINXGB-20-1); OR Systems Biology (UINXK4-15-1)		Co-requisites	None	
Excluded combinations	None		Module entry requirements	None	
Valid from	01 September 2014		Revised CAP Date	10 February 2016	
Initial CAP approval date	29 May 2014		Revised with effect from	01 September 2016	

Review date	01 September 2020
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1 Assess the impact of legislation in relation to treatment of animals and appreciate the relationship required between veterinary surgeons and paraprofessionals (A). 2 Evaluate a range of diagnostic tools available to the veterinary surgeon, including awareness of limitations, application and underpinning research (A). 3 Appreciate the range of therapists available in the treatment of animals, including

	a critical awareness of qualifications, governing bodies and approach to treatment, forming a scientific judgement on their appropriateness of use (A).
4	Analyse the requirements of specific cases and recommend suitable courses of treatment (A).
5	Critically evaluate the scientific and clinical evidence underpinning available therapeutic practices (A).

Syllabus Outline	<ol style="list-style-type: none"> 1 The criteria used for case evaluation by qualified therapists and their influence on choice of therapy. 2 Legislation relating to therapeutic treatment and associated animal health and welfare. 3 Therapeutic treatment tools including photo medicine, therapeutic ultrasound, magnetic therapy, electrical based therapies (eg TENS, interferential) and acupuncture. 4 Therapeutic professions such as massage, osteopathy, physiotherapy, and chiropractic. 												
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lectures, guided learning, seminars</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 study</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars	33	Self-directed study	3	Independent study	114	TOTAL	150				
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TOTAL	150												
Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits to meet the learning outcomes.</p> <p>Independent learning Students will also be expected to engage in independent learning throughout the module. This will involve the preparation and writing of an animal therapy assignment, revision for the exam and further reading to support formal teaching.</p> <p>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 (or equivalent).</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>Key information set – module data</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Number of credits for this module</td> <td style="text-align: center; border: 1px solid black;">15</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <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: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">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"> 1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. 	Number of credits for this module	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="938 331 1069 474"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
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Reading Strategy	<p>Core readings 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>Further readings 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>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and study 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"> • Alexander, R.N. (Current Edition) <i>Principles of animal locomotion</i>. Oxford: Princeton University Press. • Bromily, M.W. (Current Edition) <i>Equine injury, therapy and rehabilitation</i>. Oxford: Blackwell Scientific Publications. • Bromily, M.W. (Current Edition) <i>Physiotherapy in veterinary medicine</i>. Oxford: Blackwell Scientific Publications. • Biewener, A.A. (Current Edition) <i>Animal locomotion</i>. Oxford: Oxford University Press. • Denoix, J-M. and Pailloux, J-P. (Current Edition) <i>Physical therapy and massage in the horse</i>. London: Manson Publishing Ltd. • Denny, H.R. & Butterworth, S.J. (Current Edition) <i>A guide to canine and feline orthopaedic surgery</i>. Oxford: Blackwell Publishing. • McGowan, C.M., Goff, N. and Stubbs, L. (Current Edition) <i>Animal physiotherapy</i>. Oxford; Blackwell Publishing. • Millis, D., Levine, R.A. and Taylor, D. (Current Edition) <i>Canine rehabilitation and physical therapy</i>. London: Saunders. • Westermayer, E. (Current Edition) <i>The treatment of horses by acupuncture</i>. London: C.W. Daniel. • Zinc, K. (Current Edition) <i>Canine sports medicine and rehabilitation</i>. Oxford: Wiley & Blackwell. 								

	<p>Journals</p> <ul style="list-style-type: none"> • In Practice • Journal of Small Animal Practice • Veterinary Nursing Journal • Veterinary Record <p>Websites</p> <ul style="list-style-type: none"> • Canine Hydrotherapy Association - http://www.canine-hydrotherapy.org/ • Institute of Complementary Animal Therapies - http://www.theicat.co.uk/ • The Association of Chartered Physiotherapists in Animal Therapy - http://www.acpat.org/
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Part 3: Assessment			
Assessment Strategy	<p>Assessment will comprise solely of an oral examination in the form of a presentation related to a case study, followed by questioning in the form of an interview. This will give the student the opportunity to demonstrate detailed technical knowledge of the subject and competency in oral presenting, and apply all the learning outcomes associated with the module through questions and answers..</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	Oral presentation		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%	N/A	
First Sit			
Component A (controlled conditions) Description of each element	Element weighting		
1 Oral presentation (30 minutes)	100%		
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element	Element weighting		
1 Oral presentation (30 minutes)	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.			