

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Animal Therapy 2				
Module Code	UINV36-15-3	Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Standard		
Contributes towards	BSc (Hons) Animal Management (Top up) 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 BSc (Hons) Veterinary Nursing Science (SW)				
Pre-requisites	Animal Therapy 1 (UIN XU4-15-2)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2016	Valid to	01 September 2021		

CAP Approval Date	12 January 2015
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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. Critically evaluate mechanisms for diagnosing and assessing the need for therapeutic treatment and management options (A, B) 2. Analyse the available complementary therapeutic approaches and critically evaluate these with reference to recent research (A, B). 3. Consider primary biomechanical principles in relation to treatment goals for the animal patient (A, B). 4. Critically analyse the role of the Veterinarian as the head of the treatment team and their role in diagnosing and treating pain (A, B). 5. Appraise the roles of various practioners within treatment programmes (A). 6. Critically appraise existing scientific literature within the topic area (B).

Syllabus Outline	<ul style="list-style-type: none"> • Relationship between veterinary surgeon and paraprofessionals • Pain and lameness investigations and gait assessments • Pain and the treatment of pain • Muscles of locomotion and back kinematics • Manual therapies (i.e. massage, manipulation) • Exercise for rehabilitation (eg swimming, water treadmills) 																									
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>• Lectures, seminars, practicals</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>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	• Lectures, seminars, practicals	33	• Self-directed study	3	• Independent learning	114	TOTAL	150																	
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Teaching and Learning Methods	<p>A variety of learning and teaching methods will be employed throughout the module. This will include lectures and seminars, analysis of clinical case studies and treatment plans, current research relevant to the field and visits to and from professional practicing in industry. Students will be expected to actively participate in seminar sessions in order to develop their communication skills.</p> <p>Scheduled learning includes lectures, seminars, tutorials, demonstration, practical classes; external visits.</p> <p>Independent learning includes 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.</p> <p>Virtual Learning Environment (VLE) The module will be supported by the VLE where students will be able to find all necessary module information. Direct links to information sources will 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> <table border="1" data-bbox="483 1319 1375 1677"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="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>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: 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>	Key Information Set - Module data					<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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Reading Strategy	<p>Core Readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students will be required to access research papers that are available electronically. Module guides will also reflect the range of reading to be carried out. There will be an expectation that all students engage with essential reading each week in order to prepare for the lecture/seminar, which will be outlined in the module guide.</p> <p>Further Reading Further reading will be required to supplement reading recommended in class. 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 student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation of information and referencing.</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.</p> <p>Books</p> <p>Alexander, R.N. (Current Edition) <i>Principles of Animal Locomotion</i>. Oxford: Princeton University Press.</p> <p>Bromily, M.W. (Current Edition) <i>Equine Injury, Therapy and Rehabilitation</i>. Oxford: Blackwell Scientific Publications.</p> <p>Bromily, M.W. (Current Edition) <i>Physiotherapy in Veterinary Medicine</i>. Oxford: Blackwell Scientific Publications.</p> <p>Biewener, A.A. (Current Edition) <i>Animal Locomotion</i>. Oxford: Oxford University Press.</p> <p>Denoix, J-M. and Pailloux, J-P. (Current Edition) <i>Physical Therapy and Massage in the Horse</i>. London: Manson Publishing Ltd.</p> <p>Denny, H.R. and Butterworth, S.J. (Current Edition) <i>A Guide to Canine and Feline Orthopaedic Surgery</i>. Oxford: Blackwell Scientific Publications.</p> <p>Jones, W.E. (Current Edition) <i>Equine Sports Medicine</i>. Philadelphia: Lea and Febiger.</p> <p>McGowan, C.M., Goff, N. and Stubbs, L. (Current Edition) <i>Animal Physiotherapy</i>. Oxford: Blackwell Scientific Publications.</p> <p>Millis, D., Levine, R.A. and Taylor, D. (Current Edition) <i>Canine Rehabilitation and Physical Therapy</i>. London: Saunders.</p> <p>Zinc, K. (Current edition) <i>Canine Sports Medicine and Rehabilitation</i>. Oxford: Wiley</p>																				

	<p>Blackwell.</p> <p>Journals In Practice Journal of Small Animal Practice Veterinary Nursing Journal Veterinary Record Comparative Exercise Physiology Equine Veterinary Journal</p>
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Part 3: Assessment	
Assessment Strategy	<p>The assessment linked to this module is designed to ensure the learning outcomes are assessed at the relative FHEQ level, alongside supporting progression into graduate employment or postgraduate education. Students will be assessed via a 1000 word critical analysis of a scientific paper to enable development of critical evaluation, problem solving, and a critical appreciation of current research within the field of study. Students will also be assessed via a 1.5 hour written examination where they will be expected to demonstrate deeper understanding of the topic and application of current research to industry practices.</p> <p>Formative feedback can be gained from this module in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained in taught sessions, through seminars and in tutorials on a one-to-one basis.</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	
% weighting between components A and B (Standard modules only)	A: 75%	B: 25%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written examination (1.5 hour)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Critical analysis of a scientific paper (1000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Written examination (1.5 hour)	100%

Component B Description of each element	Element weighting (as % of component)
1. Critical analysis of a scientific paper (1000 words)	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	