

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



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Neonatal and Foal Medicine				
Module Code	UIEV4Q-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine	Module Type	Standard		
Contributes towards	BSc (Hons) Equine Science BSc (Hons) Equine Science (SW) MSci Equine Science MSci Equine Science (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2015	Valid to	01 September 2021		

CAP Approval Date	03 February 2015
--------------------------	------------------

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"> 1. Demonstrate knowledge of a range of congenital and acquired conditions affecting the neonate and the foal. (A, B) 2. Evaluate and debate theoretical and practical aspects of perinatology, neonatal and foal medicine. (A, B) 3. Critically appraise current treatment options, including first aid and emergency care, with respect to the neonate and the foal for a range of conditions. (A, B) 4. Critically analyse the short and long term significance of a range of conditions affecting the neonate and the foal. (A, B)
Syllabus Outline	<ul style="list-style-type: none"> • Neonatal transitional period and determining the high risk neonate. • First aid and general nursing techniques with respect to the foal and the neonate. • Long term management strategies and prognosis • Acquired and congenital conditions of the foal and the neonate affecting the

	<p>main body systems. (including conditions relating to neonatal immunity.)</p> <ul style="list-style-type: none"> Research methods for small sample sizes 																				
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 study</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	Lectures, guided learning, seminars etc.	33	Self-directed study	3	Independent study	114	TOTAL	150												
Lectures, guided learning, seminars etc.	33																				
Self-directed study	3																				
Independent study	114																				
TOTAL	150																				
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 appraise the viability of treatment options dependant on assorted scenarios.</p> <p>It is expected that for every hour a student spends within a delivered session (lecture, seminar, practical), students will spend at least twice this amount of time on independent learning. Independent learning is an essential component of degree level study and 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>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</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. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual learning environment (VLE): 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, and 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"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>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>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> <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>	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
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																	

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:

Total assessment of the module:			
Written exam assessment percentage		50%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

Essential 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.

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 their academic literature.

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 information and referencing. Sign up workshops are also offered.

Indicative Reading List

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.

Books

Bernard, W. and Barr, B.S. (Current Edition) *Equine Paediatric Medicine*. London: Manson Publishing

Knottenbelt, D.C., Holdstock, N., and Madigan, J.E. (Current Edition) *Equine neonatology: medicine and surgery*. Oxford: W.B. Saunders.

Knottenbelt, D.C., Le Blanc, C., Lopate, C. and Pascoe, R.R. (Current Edition) *Equine stud farm medicine and surgery*. Oxford: W.B Saunders.

Mair, T. (Current Edition) *Equine medicine, surgery and reproduction*. Oxford: W.B. Saunders Company.

McKinnon, A.O. Squires, E.L., Vaala, W.E. and Varner, D., eds. (Current Edition) *Equine reproduction*. Oxford: Wiley-Blackwell.

Paradis, M.R. (Current Edition) *Equine Neonatal Medicine: A case based approach*. London: Elsevier Inc.

Journals

American Journal of Veterinary Research
Equine Veterinary Education

	<p>Equine Veterinary Journal The Veterinary Journal Journal of Equine Veterinary Science Veterinary Clinics of North America</p> <p>Website British Equine Veterinary Association http://www.beva.org.uk/home</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Part 3: Assessment	
Assessment Strategy	<p>The module will be formally assessed via a written examination, and a systematic review of literature.</p> <p>The written examination has been chosen to allow students to demonstrate their knowledge and intellectual skills and to be assessed on their appreciation between systems and processes affecting young stock within this category.</p> <p>The written assessment will require the students to produce a review of the literature on a defined topic aligning to the modules learning outcomes and syllabus. A review of the literature has been chosen to facilitate analysis and evaluation of case study and clinical records based approaches commonly observed within the subject of neonatal and foal medicine. Within this students will have to collate research pertaining to a chosen topic and evaluate the findings and impact on industry comprehension in light of the research methodologies and evidence base critiqued.</p> <p>In line with the College's commitment to facilitate 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: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Written Examination (1.5 hours)	100%	
Component B Description of each element	Element weighting	
1. Written Assignment (1250 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Written Examination (1.5 hours)	100%
Component B Description of each element	Element weighting

1. Written Assignment (1250 words)	100%
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.	