

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



University of the  
West of England

**ACADEMIC SERVICES**


**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Therapy in Practice				
Module Code	UINV67-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	Hartpury	Field	Animal and Land Science		
Department	Animal and Land	Module Type	Standard		
Contributes towards	BSc (Hons) Applied Animal Science with Therapy BSc (Hons) Applied Animal Science with Therapy (SW) BSc (Hons) Equine Science with Therapy BSc (Hons) Equine Science with Therapy (SW)				
Pre-requisites	Introduction to Hydrotherapy (UINV68-15-2)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	18 February 2016	Valid from	01 September 2016		
Revision CAP Approval Date		Revised with effect from			

<b>Review Date</b>	01 September 2022
--------------------	-------------------

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. Integrate practical and theoretical concepts of functional anatomy to critically evaluate therapeutic rehabilitation regimens: post-injury and post-surgery (A).</li> <li>2. Integrate practical and theoretical concepts of functional anatomy to critically evaluate performance focused therapy regimens (A).</li> <li>3. Demonstrate competent practical assistant skills during canine and/ or equine therapy (A).</li> <li>4. Produce robust and critical case study evaluations for a range of conditions in canine and / or equine patients (A).</li> <li>5. Produce robust and critical case study evaluations of performance focused therapy regimens in canine and/ or equine clients (A).</li> <li>6. Critically evaluate the short and long term efficacy and effectiveness of</li> </ol>

	rehabilitation and performance regimens in animal therapy (A).										
Syllabus Outline	<p>The following issues will be considered in a range of animal species including horses and dogs:</p> <ul style="list-style-type: none"> <li>• Record keeping</li> <li>• Patient monitoring and client compliance</li> <li>• Functional anatomy and biomechanics for therapy</li> <li>• Implications of common musculoskeletal injuries within therapy regimes</li> <li>• Implications of common neurological conditions within therapy regimes</li> <li>• Therapeutic aims of therapy rehabilitation regimens: post-injury and post-surgery</li> <li>• Training goals of therapy performance enhancing regimens: weight loss, gait enhancement, musculoskeletal conditioning and hypertrophy, cardiovascular fitness</li> <li>• Judging the efficacy of rehabilitation and performance regimens</li> <li>• Use of equipment within therapy regimens</li> </ul>										
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>Lecture, practicals, seminars etc</td> <td>55</td> </tr> <tr> <td>Self directed learning</td> <td>10</td> </tr> <tr> <td>Work placement</td> <td>40</td> </tr> <tr> <td>Independent learning</td> <td>195</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>300</b></td> </tr> </table>	Lecture, practicals, seminars etc	55	Self directed learning	10	Work placement	40	Independent learning	195	<b>TOTAL</b>	<b>300</b>
Lecture, practicals, seminars etc	55										
Self directed learning	10										
Work placement	40										
Independent learning	195										
<b>TOTAL</b>	<b>300</b>										
Teaching and Learning Methods	<p>A variety of learning strategies will be used including lectures, seminars and practical demonstrations. Students will also be expected to engage in independent learning and complete a range of guided learning activities through the course of the module. This independent and guided learning will involve activities designed to support students with the preparation of case studies and developing their reflective and evaluation skills via further reading. Teaching and learning will be supported via the VLE.</p> <p><b>Work based learning</b> Students are required to undertake 40 hours of work placement with a pre-approved work placement provider. Work placement activities will be varied and students will be expected to demonstrate practical competency, safe working practice and good client communication skills, judged by suitably qualified staff, before being allowed to assist with any cases.</p> <p><b>Independent learning</b> This may include; assessment of knowledge and understanding, wider research into the therapeutic aims of and conditions which animals selected for case studies present with, portfolio and case study preparation or additional volunteering within therapy units.</p> <p><b>Virtual learning environment (VLE) (or equivalent)</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>										

<b>Key Information Set - Module data</b>					
<i>Number of credits for this module</i>					30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	65	195	40	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

**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

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:

Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment	0%
	100%

Reading Strategy	<p><b>Further reading</b>  Students will be encouraged to read a wide range of different materials that will promote their own development and aid in the acquisition of skills necessary to the successful completion of their studies and evaluation of selected case studies. Students are encouraged to engage with staff members in the Hartpury Canine and Equine Therapy Centres to discuss their application of therapy within rehabilitation and performance cases to build their knowledge and understanding of the practical application of theory into practice. Additional resources and interactive activities will be available via the VLE and other online platforms enabling them to be accessed remotely, to support students' learning.</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. Interactive materials to support writing of effective case studies and e-portfolio will be provided via the VLE. Sign up workshops and tutorials 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> <p>Books:</p>

Bockstahler, B., Levine, D. and Millis, D. (Current Edition) *Essential Facts of Physiotherapy in Dogs and Cats – Rehabilitation & Pain Management*. Babenhausen, Germany: BE Vet Verlag.

Bromiley, M. (Current Edition) *Equine Injury, Therapy and Rehabilitation*. San Francisco, USA: Wiley-Blackwell.

Kells-Brotemarkle, R. (Current Edition) *A Guide for Equine Soft tissue Rehabilitation – The Plan Book*. Bloomington, IN, USA: Author house.

McGowan, C., Goff, L. and Stubbs, N. (Current Edition) *Animal Physiotherapy. Assessment, Treatment & Rehabilitation of Animals*. Oxford: Blackwell Publishing.

Millis, D. L., Levine, D. and Taylor, R. A. (Current Edition) *Canine Rehabilitation and Physical Therapy*. Philadelphia, USA. Saunders.

Ramey, D.W. and Rollin, B.E. (Current Edition) *Complementary and Alternative Veterinary Medicine Considered*. Iowa, USA: Iowa State Press, Blackwell Publishing.

Williams, J.M. and Evans, D. (Current Edition) *Training for Equestrian Performance*. Wageningen, Holland: Wageningen Press.

Journals:

Equine Veterinary Education  
 Equine Veterinary Journal  
 In Practice  
 Journal of Small Animal Practice  
 UK Vet Companion Animal  
 UK Vet Equine  
 Veterinary Journal  
 Veterinary Record  
 Veterinary Nursing Journal  
 The Veterinary Nurse

Industry organisations:

[www.canine-therapy.org](http://www.canine-therapy.org) – Canine Therapy Association  
[www.k9therapy.co.uk](http://www.k9therapy.co.uk) – Canine Therapy information  
[www.caninerehabinstitute.com](http://www.caninerehabinstitute.com) – Canine rehabilitation resources

**Part 3: Assessment**

Assessment Strategy

This module aims to support students in developing the skills to be able to critically evaluate the use of different therapy practices as part of therapeutic rehabilitation and performance enhancing regimens, across a range of animal species. To support student achievement, formative opportunities to engage in reflection in action and to evaluate individual cases, with tutor or therapy centre staff feedback, will be provided during seminars, practical demonstrations and their work placement. Further guidance on how to compile effective case studies will be provided in lectures. Interactive VLE tasks will also be used to develop individuals' reflective and critical evaluation skills: through verbal, written and digital communication and to develop their ability to structure case studies and build their portfolio.

Students will be required to build a portfolio, containing embedded case studies; case studies will be selected from cases engaged with during their work placement. Guidance on how to select appropriate case studies will be

	<p>provided in taught sessions and on the module's VLE page. Students are also encouraged to gain informal formative feedback from their work colleagues and clients during their time in the Therapy Centres and to use this within their summative reflection and case studies.</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	Portfolio including evidence of completion and engagement with 40 hours of work placement in an approved placement	
% weighting between components A and B (Standard modules only)	<b>A:</b> <b>100</b>	<b>B:</b> <b>0</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Portfolio including evidence of completion and engagement with 40 hours of work placement in an approved placement (equivalent to 5000 words)	100%	

<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. Portfolio including evidence of completion and engagement with 40 hours of work placement in an approved placement (equivalent to 5000 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>		