




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Anatomy and Physiology for Animal Therapists					
Module Code	UINV6E-30-1		Level	1	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	Hartpury		Field	Animal and Land Sciences		
Department	Animal and Land		Module Type	Standard		
Contributes towards	BSc (Hons) Applied Animal Science with Therapy (SW) BSc (Hons) Applied Animal Science with Therapy					
Pre-requisites	None		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			

Review Date	01 September 2022
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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. Describe the structure of the animal body at cellular, tissue and organ levels, and illustrate how each aspect combines and contributes to the gross anatomy of animals (B). 2. Interpret how functional anatomy influences movement in the healthy animal (B). 3. Demonstrate a scientific knowledge of physiological systems across a range of animal species and assess how physiological processes underpin animal health (A). 4. Apply knowledge of underlying scientific principles, anatomy and physiology to evaluate how animals grow from the neonatal period to maturity (A). 5. Explain how different physiological mechanisms contribute to homeostasis and assess how this knowledge can be used to effectively manage a range of animals in captive environments (A). 6. Prepare laboratory notebooks to industry standard, including analysing, interpreting and presenting data accurately and reliably using appropriate qualitative and quantitative techniques. (B)
Syllabus Outline	<ul style="list-style-type: none"> • Basic tissue and cell types • Development of tissues and cells into organs and organ systems

	<ul style="list-style-type: none">• Structure of the major organ systems to include: musculoskeletal system, cardiovascular system, lymphatic system, nervous system, digestive system, urinary system, reproductive system, endocrine system and respiratory system.• Integration of systems in control of bodily functions• Anatomical planes, directions, boundaries and modes of movement of body segments and joints• The above will be contextualised by application to a range of animal species including rodents, lagomorphs, <i>Equidae</i>, <i>Canidae</i> and <i>Felidae</i>.																														
Contact Hours	<p>Indicative delivery modes:</p> <table><tr><td>• Lectures, seminars and practicals</td><td>66</td></tr><tr><td>• Self-directed learning</td><td>24</td></tr><tr><td>• Independent learning</td><td>210</td></tr><tr><td>TOTAL</td><td>300</td></tr></table>	• Lectures, seminars and practicals	66	• Self-directed learning	24	• Independent learning	210	TOTAL	300																						
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions with opportunities for small group work and practical sessions. Additionally, essential and recommended reading and exercises will be introduced to guide students through the core syllabus. Both practical and seminar sessions will allow students to apply the theoretical knowledge gained in lectures.</p> <p>Scheduled Learning includes lectures, seminars and tutorials.</p> <p>Independent Learning includes hours engaged with exam 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) 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> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>90</td><td>210</td><td>0</td><td>300</td></tr><tr><td colspan="5"></td></tr></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</p>	Key Information Set - Module data					Number of credits for this module									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	90	210	0	300					
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	<p>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> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td>50%</td><td></td></tr><tr><td colspan="2">Coursework assessment percentage</td><td>25%</td><td></td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td>25%</td><td></td></tr><tr><td colspan="2"></td><td>100%</td><td></td></tr></table>	Total assessment of the module:								Written exam assessment percentage		50%		Coursework assessment percentage		25%		Practical exam assessment percentage		25%				100%	
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Reading Strategy	<p>Essential Reading</p> <p>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 Reading</p> <p>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 interest from the academic literature.</p> <p>Access and Skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and the student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluating 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.</p> <ul style="list-style-type: none">Akers, R.M. (Current Edition) <i>Anatomy and Physiology of domestic animals</i>. Oxford: Blackwell Publishing.Aspinall, V. (Current Edition) <i>Introduction to veterinary anatomy and physiology textbook</i>. Edinburgh: Butterworth Heinemann.Boyd, J.S. (Current Edition) <i>Colour atlas of clinical anatomy of the dog and cat</i>. London: Mosby-Wolfe.Evans, H.E. and Christensen, G.C. (Current Edition) <i>Miller's anatomy of the dog</i>. Philadelphia, USA: W. B. Saunders Company.Frandsen, R.D. and Spurgeon, T.L. (Current Edition) <i>Anatomy and physiology of farm animals</i>. Philadelphia, USA: Lea & Febiger.Jenkins, G. (Current Edition) <i>Anatomy and physiology: from science to life</i>. Hoboken, N.J.: John Wiley.																								

	<ul style="list-style-type: none"> Ruckebusch, Y., Phaneuf, L-P. and Dunlop, R. (Current Edition) <i>Physiology of small and large animals</i>. Philadelphia, USA: BC Decker Inc. Thibodeau, G. (Current Edition) <i>Anatomy and physiology</i>. St. Louis, Mo: Mosby Elsevier.
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Part 3: Assessment	
Assessment Strategy	<p>Assessment for this module will consist of two elements of controlled conditions assessment and one laboratory report. The first of the two examinations (element 1) will take the form of a written examination, including a section of multiple choice questions, and essay style questions. The second examination (element 2) will take the form of a practical examination, involving work stations to practically identify anatomical features and physiological outcomes, largely derived from practical sessions undertaken throughout the module. This form of assessment will address a wide range of learning outcomes in a practical format to assess whether the student is able to apply the knowledge they have gained throughout the module.</p> <p>Within the laboratory report students will be required to write up their practical sessions, and interpret outcomes and findings in line with current understanding and research. This form of assessment is designed to encourage engagement in the practical sessions and develop skills of application to industry and research. The laboratory report assignment is chosen to facilitate in depth utilisation of laboratory skills gained in practicals and relating findings/observations to material learnt in lectures and gained in additional study via analysis, evaluation and discussion.</p> <p>Formative feedback will be provided throughout the module via tutorial support, class discussions, short exercises and review of results of practical sessions, in addition to that written on assignment submissions and examination scripts.</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:	B:
	75%	25%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Written examination (2 hours)	66.7%	
2. Practical examination (30 minutes)	33.3%	
Component B Description of each element	Element weighting	
1.Laboratory report (1500 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 (2 hours)	66.7%
2. Practical examination (30 minutes)	33.3%
Component B Description of each element	Element weighting (as % of component)
1.Laboratory report (1500 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.	