

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



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data         |   |                           |                         |             |     |
|----------------------------|---|---------------------------|-------------------------|-------------|-----|
| Module Title               | Anatomy for Veterinary Nurses   |                           |                         |             |     |
| Module Code                | UINXNP-30-1   | Level                     | 1                       | Version     | 1.3 |
| UWE Credit Rating          | 30  | ECTS Credit Rating        | 15                      | WBL module? | No  |
| Owning Faculty             | Hartpury  | Field                     | Animal and Land Science |             |     |
| Department                 | Animal and Land   | Module Type               | Standard                |             |     |
| Contributes towards        | BSc (Hons) Veterinary Nursing Science (SW)<br>FdSc Veterinary Nursing Science (SW)<br>FdSc Equine Veterinary Nursing Science (SW) |                           |                         |             |     |
| Pre-requisites             | None  | Co- requisites            | None                    |             |     |
| Excluded Combinations      | None  | Module Entry requirements | None                    |             |     |
| First CAP Approval Date    | 11 June 2013  | Valid from                | 01 September 2013       |             |     |
| Revesion CAP Approval Date | V1.1- 29 May 2014<br>V1.2- 03 February 2015<br>V1.3- 07 April 2016  | Revised with effect from  | 01 September 2016       |             |     |

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| <b>Review Date</b> | 01 September 2019 |
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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"> <li>1 Evaluate the normal structure and function of the major body systems of a range of species. (A, B)</li> <li>2 Identify anatomical landmarks that are relevant to veterinary nursing practice. (A, B)</li> <li>3 Relate normal form and function to the effects of disorder in disease processes. (A)</li> <li>4 Demonstrate a scientific understanding of animal anatomy and physiology and relate it to a range of species. (A)</li> <li>5 Analyse the physiological mechanisms involved in homeostasis and relate this to effective management of a range of animals. (A)</li> <li>6 Demonstrate and interpret the position of anatomical landmarks in a range of species. (A)</li> </ol> |
| Syllabus Outline              | Functional anatomy of the major systems:  |

|   |  |  |    |                          |   |   |     |              |            |
|---|--|--|----|--------------------------|---|---|-----|--------------|------------|
|   | <ol style="list-style-type: none"> <li>1 Commonly used terminology (e.g. prefixes and suffixes).</li> <li>2 Directional terms, anatomical planes and boundaries.</li> <li>3 Cell biology.</li> <li>4 Basic tissue types.</li> <li>5 The integument.</li> <li>6 The musculoskeletal system.</li> <li>7 The nervous system.</li> <li>8 The endocrine system.</li> <li>9 The cardiovascular system.</li> <li>10 The lymphatic system.</li> <li>11 The respiratory system.</li> <li>12 The digestive system.</li> <li>13 The urinary system.</li> <li>14 The reproductive system.</li> </ol> <p><i>This module will be delivered across a range of species to include cats, dogs, horses, and exotic species.</i></p> <p>All of the above topics will be considered in line with the current LANTRA Veterinary Nursing Occupational Standards (NOS) RVN6; and The RCVS Day One Skills List: VN3.</p>   |  |    |                          |   |   |     |              |            |
| Contact Hours                                     | <p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;">• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">96</td> </tr> <tr> <td style="padding-left: 20px;">• Self directed learning</td> <td style="text-align: right;">6</td> </tr> <tr> <td style="padding-left: 20px;">• Independent learning (including work placement)</td> <td style="text-align: right;">198</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>300</b></td> </tr> </table>  | • Lectures, guided learning, seminars etc. | 96 | • Self directed learning | 6 | • Independent learning (including work placement) | 198 | <b>TOTAL</b> | <b>300</b> |
| • Lectures, guided learning, seminars etc.        | 96   |  |    |                          |   |   |     |              |            |
| • Self directed learning                          | 6  |  |    |                          |   |   |     |              |            |
| • Independent learning (including work placement) | 198  |  |    |                          |   |   |     |              |            |
| <b>TOTAL</b>                                      | <b>300</b>   |  |    |                          |   |   |     |              |            |
| Teaching and Learning Methods                     | <p>A variety of teaching and learning strategies will be used; to include lectures, demonstrations, practical sessions, tutorials and e-learning. Students will be given programme specific support to ensure that the taught subjects are applied to veterinary nursing practice.</p> <p>The topics covered within the module will be delivered with both a small animal and an equine focus.</p> <p>Away from taught sessions, all students will be encouraged to engage in directed study, revision, discussion groups and work experience in veterinary practice.</p> <p><b>Scheduled learning</b> may include lectures, seminars, tutorials, practical classes and workshops.</p> <p><b>Independent learning</b> may include hours engaged with essential reading, and case study preparation. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly.</p> <p><b>Virtual learning environment (VLE):</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>  |  |    |                          |   |   |     |              |            |

**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                   | 102   | 198                     | 0                     | 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:

| Total assessment of the module:      |      |
|--------------------------------------|------|
| Written exam assessment percentage   | 100% |
| Coursework assessment percentage     | 0%   |
| 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.

Akers, R.M. (Current Edition) *Anatomy and Physiology of domestic animals*. Oxford: Blackwell Publishing.

Aspinall, V., and Cappello, M., eds. (Current Edition) *Introduction to Veterinary Anatomy and Physiology Textbook*. Edinburgh: Butterworth Heinemann.

Aspinall, V., ed. (Current Edition) *The Complete Textbook of Veterinary Nursing*. UK: Elsevier Ltd.

Boyd, J.S. (Current Edition) *Colour atlas of clinical anatomy of the dog and cat*. London: Mosby-Wolfe.

Cooper, B., Mullineaux, E., and Turner, L., eds. (Current Edition) *BSAVA Textbook of Veterinary Nursing*. Gloucester: BSAVA.

Coumbe, K., ed., (Current Edition) *Equine Veterinary Nursing Manual*. Oxford: Blackwell Publishing.

Evans, H.E. and Christensen, G.C. (Current Edition) *Miller's anatomy of the dog*. Philadelphia, USA: W. B. Saunders Company.

Ewing, W.N. and Cole, D.J.A. (Current Edition) *The living gut*. Dungannon: Context.

Hudson, L.C. and Hamilton, W.P. (Current Edition) *Atlas of feline anatomy for veterinarians*. Philadelphia, USA: W. B. Saunders Company.

Jenkins, G. (Current Edition) *Anatomy and physiology: from science to life*. Hoboken, N.J.: John Wiley.

Ruckebusch, Y., Phaneuf, L-P. and Dunlop, R. (Current Edition) *Physiology of small and large animals*. Philadelphia, USA: BC Decker Inc.

Thibodeau, G. (Current Edition) *Anatomy and physiology*. St. Louis, Mo: Mosby Elsevier.

| <b>Part 3: Assessment</b> |  |
|---------------------------|--|
| Assessment Strategy       | <p>Il examinations for this module will be held within the relevant examination period.</p> <p>Component A will consist of an end of semester in-class written examination and will test the content that has been delivered in timetabled sessions during the second part of the module.</p> <p>Component B will consist of a mid- semester in-class written test and will test the content that has been delivered in timetabled sessions during the first part to the module.</p> <p>Formative feedback will be provided within learning sessions and sample questions will be provided and marked under mock exam conditions. Following marking of each assessment, written feedback will be provided on the individual student's examination answer paper. General feedback will also be provided via the module VLE pages. Feedback will aim to highlight areas of good practice and areas where improvements could be made.</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. |            |
| <b>% weighting between components A and B (Standard modules only)</b> | <b>A:</b>            | <b>B:</b>  |
|   | <b>50%</b>           | <b>50%</b> |

| <b>First Sit</b>   |  |
|--|--|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Written Examination (1.5 hours)   | 100%   |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. In-class Written Test (1.5 hours)   | 100%   |

| <b>Resit (further attendance at taught classes is not required)</b>  |  |
|--|--|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |
| 2. Written Examination (1.5 hours)   | 100%   |
| <b>Component B</b><br><b>Description of each element</b>   | <b>Element weighting</b><br><b>(as % of component)</b> |
| 2. In-class Written Test (1.5 hours)   | 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. |  |