



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data					
Module title	Applied Equine Diagnostics and Therapy				
Module code	UIEXR6-15-2	Level	2	Version	1
Owning faculty	Hartpury	Field	Equine Science		
Contributes towards	FdSc Equine Performance FdSc Equine Performance (SW) FdSc Equine Science and Management FdSc Veterinary Nursing Science (SW) FdSc Equine Veterinary Nursing Science (SW) BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW)				
UWE credit rating	15	ECTS credit rating	7.5	Module type	Standard
Pre-requisites	Equine Structure and Function (UIE XN4-30-1); OR Anatomy for Veterinary Nurses (UINXNP-30-1); OR Anatomy & Physiology (UINXGB-20-1)	Co-requisites	None		
Excluded combinations	Equine Diagnostics and Therapy (UIEXR9-15-2)	Module entry requirements	None		
Valid from	01 September 2014	Valid to	01 September 2020		

CAP approval date	29 May 2014
--------------------------	-------------

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 Assess the impact of legislation in relation to treatment of equines and appreciate the relationship required between veterinary surgeons and paraprofessionals (A). 2 Recognise lameness in a horse and while understanding the process of lameness investigation, be aware of associated limitations (A). 3 Evaluate a range of diagnostic tools available to the veterinary surgeon, including awareness of limitations, application and underpinning research (A). 4 Appreciate the range of therapists available in the treatment of horses, including a critical awareness of qualifications, governing bodies and approach to treatment, forming a scientific judgement on their appropriateness of use (A). 5 Critically evaluate the scientific and clinical evidence underpinning available therapeutic practices (A). 6 Consider the value of therapeutic options from an industry and business perspective including viability, feasibility and the importance of well informed and qualified staff supporting equine therapeutic practice (A).

	7	Reflect on their individual assets in terms of future employment in a mock interview (A).										
	8	Display competence in behaviour and attitudes required in a professional career by identifying and working towards targets for personal, academic and career development (A).										
Syllabus outline	1	Legislation relating to animal health and welfare										
	2	Methods of diagnosis (for example radiography, ultrasonography, scintigraphy, MRI etc.)										
	3	Therapeutic treatment tools including photo medicine, therapeutic ultrasound, magnetic therapy, electrical based therapies (eg TENS, interferential) and acupuncture.										
	4	Therapeutic professions such as massage, osteopathy, physiotherapy, chiropractic and Mctimoney.										
Contact hours	Indicative delivery modes:											
	Lectures, guided learning, seminars etc:	33										
	Self directed study:	3										
	Independent learning:	114										
	TOTAL	150										
Teaching and learning methods	<p>Scheduled learning May include 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 May include 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>Placement learning Students are encouraged to engage in the volunteer scheme within The Equine Therapy Centre to support their application and understanding of the content of this module as well as development of CV enhancing contacts and links. Please see the module guide for details.</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, 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> <p>Key information set – module data</p> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <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>		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours								
150	36	114	0	150								

	<p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <p>1 <i>Written exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical exam:</i> 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> <p>Total assessment of the module:</p> <table border="1" data-bbox="373 589 1046 728"> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
Written exam assessment percentage	0%								
Coursework assessment percentage	0%								
Practical exam assessment percentage	100%								
	100%								
Reading strategy	<p>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.</p> <p>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 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 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, including the module guide.</p> <ul style="list-style-type: none"> • Bromiley, M.W. (Current Edition) <i>Equine injury, therapy and rehabilitation</i>. Oxford: Blackwell Scientific. • Bromiley, M. W. (Current Edition) <i>Natural methods for equine health and performance</i>. Chichester: Wiley-Blackwell • Denoix, J.M. and Pailloux, J.P. (Current Edition) <i>Physical therapy and massage for the horse</i>. London: Manson Publishing Ltd. • Dyce, K.M., Sack, W.O. and Wensing, C.J.G. (Current Edition) <i>Textbook of veterinary anatomy</i>. Philadelphia: Saunders. • Ross, M. W. & Dyson, S.J. (Current Edition) <i>Diagnosis and management of lameness in the horse</i>. Missouri: Elsevier Saunders. <p>Journals:</p> <ul style="list-style-type: none"> • Equine Veterinary Journal. • The Veterinary Journal. 								

Part 3: Assessment

Assessment Strategy	<p>The assessment linked to this module is designed to ensure the learning outcomes are assessed in a way that also underpins the relative programme educational aims. As a result the assessment is vocationally relevant, supporting progression to employment as well as ensuring students are tested in a way which would enhance their skill set should they decide to progress to an Honours degree. The format consists of a mock interview including a presentation, divided into three key sections:</p> <ul style="list-style-type: none"> • Poster presentation, where a student stands and presents a pre-prepared slide on a topic identified in the assessment brief related to equine therapy; • Question and answer session on all learning associated with the module, including directed study, wider reading, lectures, seminars and practicals – this would test their knowledge for the vacancy; • Questions around employability and suitability for the role, based on the CV they have provided at the start of the interview. This is an opportunity for students to ‘sell themselves’ to an employer, reflecting on the wider skill set they have including those developed within their programme of study. <p>It is felt this assessment would assess students’ knowledge, ability to present, and reflect on their own assets in terms of future employment.</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	Mock interview including presentation.		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%	0%	
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1	Mock interview including presentation (30 minutes).	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Mock interview including presentation (30 minutes).	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			