CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	Hartpury College
Faculty responsible for programme	Health and Life Sciences
Department responsible for programme	Allied Health Professions
Modular Scheme Title	Postgraduate
Professional Statutory or Regulatory Body Links *Name of PSRB* *Type of approval* **Dates**	Chartered Society of Physiotherapy
Highest Award Title	MSc Veterinary Physiotherapy
Default Award Title	
Interim Award Titles	Postgraduate Diploma Veterinary Physiotherapy Postgraduate Certificate Specialist Practice
UWE Progression Route	
Mode(s) of Delivery	Part time
Codes	UCAS: n/a JACS: D391 ISIS2: D391 HESA: D391
Relevant QAA Subject Benchmark Statements	Veterinary Science
CAP Approval Date	24 May 2012
Valid From	September 2012
Valid until Date	September 2018
Version	2

Part 2: Educational Aims of the Programme
The programme is designed to optimise the demands of veterinary physiotherapy services by enhancing the competencies of Chartered Physiotherapists. Individuals will be encouraged and supported through critical reflection on the similarities and differences relating to practice in the human field of physiotherapy. The initiative strives to develop technically competent, effective and safe

Part 2: Educational Aims of the Programme

veterinary physiotherapy practitioners in line with current professional standards. In particular the programme promotes the philosophy of life-long learning and encourages students to develop their skills in critical thinking. They will be encouraged to critically analyse research and evidence and apply their findings to practice.

The programme aims to facilitate participants' recognition of their roles and responsibilities in the field of veterinary physiotherapy and animal welfare. It will enhance the student's clinical skills as well as their capacity to deal with complex relationships between animals, their owners/handlers and other healthcare professionals. The programme will also introduce participants to the legal, ethical and financial issues involved in veterinary physiotherapy/ private practice. The programme will provide a stimulating, supportive and sensitive learning environment which will enable students to maximise their learning and facilitate their development as self-directed and reflective learners.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
A Knowledge and understanding of 1. the theoretical basis underpinning a wide range of veterinary physiotherapeutic skills; 2. issues that affect and change veterinary physiotherapy practice and roles; 3. the legal, professional and ethical frameworks within which they practice; 4. the roles and responsibilities of the inter-professional health care team; 5. the implications of research evidence for veterinary physiotherapy practice.	Teaching/learning methods and strategies: Achievement of knowledge and understanding outcomes is primarily through lectures, guided reading, case studies, e-learning, practical sessions and clinical placements to explore and develop theoretical concepts (1-5). Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. Teaching and learning approaches employed aim to facilitate the development of student autonomy. The award makes use of both structured learning opportunities and supported independent learning strategies (1-5) Professional practice modules enable students to apply theory to practice, so that learning continues in a work-based setting (2-4). Assessment: Testing of the knowledge base is through a variety of means including assessed coursework (1-5) oral examination (3,4), oral presentation (1-5) and professional practice assessments (1-5) Students will be required to demonstrate originality and creativity in their assessed work on the award.

Part 3: Learning Outcomes of the Programme

	This is particularly true of the dissertation module.

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies:
Graduates from this programme should demonstrate in breadth and depth: 1. the ability to evaluate and critically reflect upon veterinary physiotherapeutic interventions; 2. the ability to critically evaluate a range of evidence to support veterinary physiotherapeutic practice; 3. the synthesis of evidence from a variety of perspectives in order to contextualise practice; 4. independent learning and a contribution to peer learning and support; and 5. the ability to disseminate and communicate findings.	Teaching and learning strategies encourage students' original and creative thinking. This is facilitated by the use of students' own experience and practice to interrogate theory. Intellectual skills will also be developed through the use of Problem Based Learning and case studies or scenarios designed to enable the students to explore aspects of a given situation and consider their professional contribution (1-3) Seminars and self directed study are used to promote critical thinking (1-3) and professional practice modules allow the student to reflect on the clinical effectiveness of veterinary physiotherapy interventions (1-5). Reflective practice is encouraged through professional practice and written assignments (1-5).
	Assessment: A variety of assessment methods is employed. A learner's ability to demonstrate intellectual skills is tested through written assignments (1-5), oral presentations (1-3), and professional practice assessments (1-5).

C Subject, Professional and Practical Skills

C Subject, Professional and Practical Skills	Teaching/learning methods and strategies:
Graduates from this programme should be able to: 1. assess the needs of the individual animal; 2. undertake skilled, competent, safe, evaluative and reflective veterinary physiotherapy within a legal and ethical context; 3. communicate effectively with clients, inter-professional groups and the general public establishing professional and ethical relationships; 4. develop empowering practice with service users; 5. utilise appropriate strategies in order to solve problems that may be complex in nature; 6. demonstrate enhanced leadership skills in order to enable others to lead and work collaboratively	Achievement of subject/professional/practical skills is through experiential and work-based learning along with theoretical and specialist inputs from the programme staff and visiting specialists (1-8). Practical skills sessions are a core component of the programme (1,2) The development of the practical skills, which form a key component of the award, are linked directly to clinical reasoning and problem solving (1-8). The use of problem-based learning gives students the opportunity to study and explore in depth, real life scenarios of service users with all the associated

Part 3: Learning Outcomes of the Programme

to enhance the profession; 7. recognise and take appropriate action in situations where the limits of their skills or knowledge are being approached; and 8. Select and employ appropriate research methodologies for the retrieval and production of data and demonstrate the ability to analyse and report the outcomes.	complexities. This approach enables the students to resolve specific problems which are typical of those encountered in professional practice. (1-8) Students are facilitated in taking responsibility for their own learning while on placement by the use of pre-determined learning objectives (1-8) and the setting of personal goals and learning needs. Completion of a portfolio of practice-based evidence enables the student to maintain a record of their professional practice education and to develop their ability to reflect critically on situations that have contributed to their personal and professional development (1-8).
	Assessment: Skills 1-8 are primarily assessed by professional practice assessments. Additionally, an understanding of the requirement for skills (1,2,5-8) may be assessed in oral presentations and written assignments.

D Transferable Skills and other attributes

D Transferable Skills and other attributes	Teaching/learning methods and strategies:
Graduates from this programme should be able to: 1. demonstrate effective personal and business management skills; 2. demonstrate an enhanced ability to respond effectively to the needs of clients; 3. critically reflect and evaluate own academic and professional progression in the context of life-long learning; and 4. reflect and evaluate their own academic, professional and clinical performance.	Acquisition of transferable skills is achieved as the student progresses through the programme. Lectures and problem based learning are key facilitators to the development of transferable skills (1,2). The learning is expected to undertake independent reading throughout the programme (3,4). Professional practice placements also develop the learners transferable skills (1-4).
	Assessment: Skills 1-4 are assessed as part of the professional practice assessments through oral presentations and written assignments.

Part 4: Programme Structure

The award route will be via a part-time course. The post-graduate award can be completed within two years, with a further year for the Masters component of the course.

Students should normally complete within 6 years of enrolment on the programme.

ENTRY

		Compulsory Modules	Interim Awards
	Year 1	• Preparation for Clinical Practice UINX56-20-M • Functional Anatomy, Exercise Physiology and Biomechanics UINX57-20-M • Understanding Veterinary Diagnostics and Physiotherapy Assessment UZYSBF-20-M	• Credit requirements: Postgraduate Certificate in Specialist Practice 60 credits at level 3 or above with not less than 40 credits at level M
	Year 2	Compulsory Modules • Veterinary Physiotherapy Rehabilitation UZYSBG-30-M • Applied Business Management UINXJE-10-3 • Research Methods UISXMF-20-M	Interim Awards • Credit requirements: Postgraduate Diploma in Veterinary Physiotherapy 120 credits at level 3 or above with not less than 80 credits at level M – must include all modules from Years 1 and 2 Postgraduate Diploma in Veterinary Physiotherapy gives eligibility to apply for Category A membership of the Association of Chartered Physiotherapists in Animal Therapy
	Year 3	Compulsory Modules • Postgraduate Dissertation UINX44-60-M	**Award:** MSc Veterinary Physiotherapy • Credit requirements: 180 credits at level 3 or above with not less than 120 credits at level M

GRADUATION

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions;

Health Professions Council registration as a Physiotherapist.
Membership of the Chartered Society of Physiotherapy.
Category B membership of the Association of Chartered Physiotherapists in Animal Therapy needs to be in place at the start of the programme and for the duration of the programme for insurance purposes.
Experience of working (paid or unpaid) with a range of animals.

A one year post graduate experience of working as a human physiotherapist is desirable.

Part 6: Assessment

Approved to University Regulations and Procedures

Assessment Map

The programme encompasses a range of **assessment methods** including; oral/practical examinations, written assignments, presentations, clinical practice portfolio, portfolio of evidence, reports, dissertation. These are detailed in the following assessment map:

Assessment Map for MSc Veterinary Physiotherapy

		Oral/Practical Exam	Clinical Practice Portfolio	Presentation	Written Assignment	Report / Project	Dissertation	Portfolio of evidence
Compulsory Modules Year 1	UINX56-20-M	A (25)						B (75)
	UINX57-20-M	A (75)						B (25)
	UZYSBF-20-M		A (P/F)		B (100)			
Compulsory Modules Year 2	UZYSBG-30-M		A (P/F)	B1 (50)	B2 (50)			
	UINXJE-10-3			A (100)				
	UISXMF-20-M			A (25)		B (75)		
Compulsory Modules Year 3	UINX44-60-M						A (100)	

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

On the MSc Veterinary Physiotherapy programme teaching is a mix of scheduled, independent and placement learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and work based learning.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per year as indicated below.
Year 1; 300 hours
Year 2; 300 hours
Year 3; 300 hours

Placement learning: this includes supervised practice placement; this constitutes an average per year as indicated below.
Year 1; 12 days
Year 2; 20 days

Description of Distinctive Features and Support

Learning will be based on a student-centred approach, where the students are encouraged and empowered to take responsibility for their own learning. Active research, exploration, feedback, teamwork and case studies are expected in all aspects of the programme, and will develop skills such as critical analysis, autonomy, communication, problem solving and reflection.

Key lectures from experts will be incorporated to encourage the student to consider innovative approaches in clinical practice, and keep abreast of current research. Experts will be drawn from a range of professions including physiotherapy (including Category A members of the Association of Chartered Physiotherapists in Animal Therapy), Veterinary Surgeons, Animal Nutritionists and Animal Psychologists.

There will be a strong inter-professional interaction, with sharing of ideas and experiences to resolve animal health and welfare issues. This approach should ultimately enhance responsiveness to the 'service user' perspective and promote best possible care.

Through self directed learning and outcomes driven clinical practice students will develop intellectual, professional, practical and report writing skills. The formulation of case scenarios of evidence during clinical learning will promote the student to reflect on their clinical learning experiences and develop a culture of reflective practice and life-long learning.

Significant emphasis will be given to health, safety and risk assessment in the handling of animals as part of the preparation for professional practice. Handling, recognising dangerous situations and assessing risk, both for the animals and humans, will be key embedded elements of the theory, practice and assessment of the programme.

Student support will be offered in a number of ways:

An induction programme for all students

Part 7: Student Learning

A policy on student support and guidance; clear guidance to students on who/where they should seek support
Through a clinical co ordinator to support practice components of the course
Through the support of a suitably experienced clinical supervisor when on placement
Provision of Faculty, Programme and Module handbooks
Access to faculty student support systems.

The Programme leader and key members of the programme and module teams will be available to offer continued support and guidance via email, telephone or face to face. The programme team will also liaise with students to determine the choice of dissertation topic.

Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

Programme validated in 2008 when QAA Veterinary Science Benchmarks were used in the design of the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.