

## Programme Specification

# BSc (Hons) Veterinary Physiotherapy

This course is an excellent opportunity for students wishing to qualify as a Veterinary Physiotherapist whilst studying a degree qualification. Recognised by the National Association of Veterinary Physiotherapists (NAVP), the course combines a balance of academic study and occupational competence. Graduates will be eligible to apply for membership to NAVP, which works for the promotion of professional standards, provides insurance, CPD opportunities and recognition within the industry. Level 4 modules provide an introduction to industry relevant aspects of animal behaviour, anatomy, welfare, handling, animal biomechanics, palpation and massage and key principles of professional practice. Level 5 modules aim to focus on the practice of veterinary physiotherapy and further develop knowledge and capabilities in advanced biomechanics, neurology and orthopaedics, along with further development of palpation and massage techniques. Manual/electro therapies will be studied in addition to, remedial and alternative therapies, exercise prescription, prehabilitation and rehabilitation involving the use of treadmills / spa and hydrotherapy treatments. A business element is studied to equip students with the knowledge and skills to potentially start and grow their own business. Level 6 modules focus on developing clinical practice and advanced physiotherapy skills and diagnostics. Case studies form an important and significant element of the final year, readying students for practice. Students work on relevant case studies throughout the programme to reflect a diverse and accomplished vocational experience.

2020

## Programme Specification

<b>1</b>	<b>Awarding Institution</b>	Coventry University
<b>2</b>	<b>Teaching Institution</b>	Warwickshire College
<b>3</b>	<b>Final Award Title</b>	BSc (Hons) Veterinary Physiotherapy
<b>4</b>	<b>Interim Award Titles</b>	BSc Veterinary Physiotherapy BSc Equine and Canine Health Studies DipHE Equine and Canine Health Studies CertHE Equine and Canine Health Studies
<b>5</b>	<b>Modes of Attendance</b>	Full-time, three years
<b>6</b>	<b>Locations of Study</b>	Warwickshire College – Moreton Morrell Centre
<b>7</b>	<b>UCAS Code</b>	56D2
<b>8</b>	<b>QAA Benchmark Statements</b>	Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (July 2016)
<b>9</b>	<b>Accreditations</b>	National Association of Veterinary Physiotherapists (NAVP)
<b>10</b>	<b>Other External Factors</b>	None
<b>11</b>	<b>Date of Approval or Most Recent Review</b>	
<b>12</b>	<b>Date of Revision</b>	N/A
<b>13</b>	<b>Date for Next Review</b>	

## 14 Educational Aims of the Programme

This BSc (Hons) Veterinary Physiotherapy aims to:

- A. equip students for a career in the veterinary physiotherapy industry with a thorough understanding of an appropriate range of underlying theoretical and practical scientific and technical principles;
- B. develop each student's intellectual powers, their understanding and judgment, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective;
- C. cultivate an appreciation of the empirical and theoretical practice of veterinary physiotherapy and an ability to apply an entrepreneurial approach to the veterinary physiotherapy sector;
- D. develop the ability to apply acquired knowledge and skills to physiotherapy based problems likely to be encountered in a range of veterinary and rehabilitation scenarios;
- E. develop and enhance competencies with reference to animal handling and manipulation;
- F. develop students as T-Shaped Learners in order to prepare them for personal, social and economic success.

## 15 Intended Learning Outcomes of the Programme

The intended learning outcomes for the BSc (Hons) Animal Science (with Integrated Foundation Year) are shown in sections 15.1 to 15.4 below, grouped under the following headings:

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- T-shaped learner skills (platinum level)

Warwickshire College believes that students should be equipped with an entrepreneurial mind-set: to be confident, innovative, resilient, enterprise-aware and willing to 'have a go' in order to prepare them for personal, social and economic success.

The College's 'Employability Framework' allies the breadth of capabilities and qualities with depth of technical competence through developing three employability behaviours: personal effectiveness, social skills and enterprise. The enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The WCG Employability Skills are as follows (see the platinum level of the framework, available in your Course Handbook, for more information):

- Personal Effectiveness
- Resilience
- Focus and Drive
- Reliability
- Reflectiveness
- Adaptability

- Enterprise
- Business Awareness
- Creativity
- Initiative
- Problem Solving
- Risk Taking

- Social Skills
- Teamwork
- Leadership
- Networking
- Empathy
- Communication

### 15.1 Knowledge and Understanding of the Subject

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

Marshalling evidence, by reference where appropriate to primary sources and  
KU1 knowledge at the forefront of the discipline, and apply it in a balanced way in an argument.

A wide range of practical, scientific and technical principles relating to the veterinary  
KU2 physiotherapy industry.

the important facts and principles in a broad field of study and display an active  
KU3 awareness of the provisional nature of knowledge and theory.

### 15.2 Cognitive Skills

On successful completion of the programme a student should be able to:

Synthesise and apply principles of veterinary physiotherapy and animal rehabilitation in  
CS1 the solution of complex scientific and technical problems.

Solve complex problems in a range of familiar and unfamiliar situations and, through  
CS2 reflection, improve problem solving ability.

Critically appraise current therapeutic research and differentiate the treatment  
CS3 requirements of non-human animals.

Critically analyse issues around animal injury and disease as well as approaches to  
CS4 prevention, treatment, therapy and rehabilitation.

### 15.3 Practical and/or Professional Subject Skills

On successful completion of the programme a student should be able to:

PS1 Promote good practice in veterinary physiotherapy and rehabilitation related settings.

PS2 Demonstrate an awareness of safe working practices in an animal environment.

Handle animals with a high degree of care, ensuring that physical and psychological  
PS3 needs of animal patients are met.

#### 15.4 T-Shaped Learner Skills (Platinum Level)

On successful completion of the programme a student should be able to:

Communicate effectively to a range of audiences using the appropriate format and, TS1 following evaluation, identify methods for improvement.

TS2 Evaluate and, through reflection, improve own confidence to take initiative.

TS3 Evaluate own ability to reflect meaningfully and honestly on personal performance and review strategies for using feedback from self and others to improve.

TS4 Scope the range of opportunities for enterprise within own industry sector.

#### 16 Relationship with External Reference Points

The aims and outcomes of this award are clearly in alignment with the Framework for Higher Education Qualifications (October 2014) at level 6.

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food, Nutrition and Consumer Sciences (2016). The programme is also mapped to the CBI Employability Skills.

The BSc (Hons) Veterinary Physiotherapy programme has been developed in liaison with the national Association of Veterinary Physiotherapists (NAVVP). The programme has been designed specifically to meet the criteria set by the NAVVP and to provide graduates who possess the requisite skills to work as veterinary physiotherapists.

## 17 Course Credit and Outcome Requirements

Warwickshire College higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include mandatory modules. To achieve a named award students must pass all mandatory modules.

### **BSc (Hons) Veterinary Physiotherapy (honours degree)**

To be awarded an honours degree, students must successfully achieve a total of 360 credits of which a minimum of 120 credits must be at level 6.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows.

### **BSc Equine and Canine Health Studies (non honours degree)**

Students will have obtained a minimum of 300 credits, of which at least 60 must be at level 6.

### **DipHE Equine and Canine Health Studies (Diploma of Higher Education)**

Students will have obtained a minimum of 240 credits, of which at least 120 must be at level 5 or above and at least 100 at level 4

### **CertHE Equine and Canine Health Studies (Certificate of Higher Education)**

Students will have obtained a minimum of 120 credits, which must be at least level 4.

### **17.1 Course Work-Based and Placement Learning (WBPL) Requirements**

A crucial aspect of the BSc (Hons) Veterinary Physiotherapy is the element that enables students to evidence their skills in practice. Within the module 606AVN Clinical Placement students will work under the supervision of a qualified veterinary physiotherapist to provide this work-based aspect of the programme.

During 606AVN Clinical Placement students will complete clinical placements which will underpin the practical skills already acquired and develop clinical reasoning in the workplace. The module will also challenge students' ability to reflect upon skills, knowledge and competency as they are developed.

Module delivery will involve students working under the supervision of a veterinary physiotherapist or veterinary surgeon on the Moreton Morrell yards or external yards. Students will communicate with the owner, carry out the assessment and treatment and, supported by the veterinary physiotherapist, help where needed.

Students will be expected to undertake 50 hours of placement to incorporate both canine and equine placements.

Assessment for the module will be on four real case studies (including at least one each of equine and canine) with a reflective account of time spent on clinical placement to provide students with the opportunity to individually critique and reflect on their clinical practice.

### **17.2 Course Structure and Distinctive Features**

The BSc (Hons) Veterinary Physiotherapy curriculum is designed around the need to provide the animal industry with graduates that possess a wider range of competencies in animal ethics, animal nutrition and business enterprise. The modules are structured to facilitate the development of real world transferable skillsets, meeting the needs identified by the CBI. The emphasis is on application of theory to real world case studies and on the practice of common skills required in a professional context within the animal industry.

Year one is designed to provide a strong grounding in functional animal anatomy and develop skills in animal handling and palpation. Additionally, first year students will receive tuition in pharmacology and pathophysiology, enhancing understanding of common disease conditions and pharmacological compounds that they may encounter in practice. The first year also introduces students to principles of professional practice and animal law. This provides graduates with an awareness of key legislation and expectations of a practicing veterinary physiotherapist.

Year two introduces research practice and explores neurology and orthopaedics, giving students a solid underpinning in these essential subjects. Students learn about therapeutic

techniques commonly encountered in the veterinary sector, whilst further enhancing their repertoire of practical physiotherapy skills. Enterprise skills are developed, honing the ability of graduates to set up their own independent businesses or spot opportunities when working for others.

The final year incorporates a dissertation, providing students with the opportunity to research a relevant topic. Clinical practice is an essential component of the final year, providing students with opportunities to work closely with qualified veterinary physiotherapists on real cases. The final year also explores the collaborative role of the veterinary physiotherapist in liaising with and working alongside other key animal professionals, including veterinary surgeons, nutritionists, farriers and animal trainers. These modules focus on the identification and solving of real world problems pertinent to the animal industry.

This course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any pre-requisite or co-requisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award.

<b>17.3 Course Map – Full-Time Study</b>					
<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Pre-req Co-req</b>	<b>Delivery</b>	<b>Module Status</b>
400CU	Academic Study Skills, Employability & T-Shaped	20	None	Year 1 Semesters 1 & 2	M
465AVN	Professional Practice and Animal Law	20	None	Year 1 Semesters 1 & 2	M
458AVN	Functional Anatomy & Physiology for Veterinary Physiotherapy	20	None	Year 1 Semester 1	M
460AVN	Pathophysiology & Pharmacology	20	None	Year 1 Semester 2	M
457AVN	Dynamics of Animal Movement	20	None	Year 1 Semesters 1 & 2	M
452AVN	Animal Practice and Palpation	20	None	Year 1 Semesters 1 & 2	M

Level 5					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
562AVN	Research Design and Analysis	20	499AVN	Year 2 Semesters 1 & 2	M
561AVN	Neurology and Orthopaedics	20	None	Year 2 Semester 1	M
564AVN	Veterinary Therapeutic Techniques	20	None	Year 2 Semester 2	M
557AVN	Enterprise Development	20	None	Year 2 Semesters 1 & 2	M
556AVN	Biomechanical Assessment and Exercise Prescription	20	None	Year 2 Semester 2	M
554AVN	Applied Animal Management and Therapy	20	None	Year 2 Semester 1	M

Level 6					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
657AVN	Dissertation	40	513AVN	Year 3 Semesters 1 & 2	M
654AVN	Animal Clinical Practice	20	None	Year 3 Semester 1	M
655AVN	Clinical Placement	20	None	Year 3 Semester 2	M
660AVN	Collaborative Practice for Veterinary Physiotherapy	20	None	Year 3 Semester 2	M
651AVN	Advanced Physiotherapy and Diagnostics	20	None	Year 3 Semester 1	M

## 18 Learning & Teaching Methods

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through testing and experimentation. The methods used in practice vary according to the nature of the subject matter but include a wide diversity from formal lectures to student centred activities including assignments, entrepreneurial activities and symposiums, seminars and case studies. All students carry out a dissertation in the final year, allowing extended independent research of an industry related topic of their choice. The curriculum is delivered in such a way that there is a reducing reliance on tutor directed study as students' progress through their programme. The table at 18.1, below, shows the weighting of different learning and teaching activities used across the programme(s).

### 18.1 Weighting of Learning and Teaching Activities

<b>Level 4</b>	Scheduled learning and teaching activities	29%
	Guided independent learning	71%
	Placement and study abroad	0%
<b>Level 5</b>	Scheduled learning and teaching activities	30%
	Guided independent learning	70%
	Placement and study abroad	0%
<b>Level 6</b>	Scheduled learning and teaching activities	18%
	Guided independent learning	77%
	Placement and study abroad	4%
<b>Whole Course</b>	Scheduled learning and teaching activities	26%
	Guided independent learning	73%
	Placement and study abroad	1%

## 19 Assessment

Assessment is a vital part of the learning process and the BSc (Hons) Veterinary Physiotherapy incorporates a wide range of assessments designed to enhance real world skills required to work both within the animal industry and, more broadly, in other professional contexts. Transferable skills are highlighted where appropriate, with an emphasis on communications skills, practical skills and collaboration. The course employs a wide range of distinctive modes of assessment, ranging from written examinations, reports, essays and presentations to practical skills assessments and skills logs, preparation of journal articles and others. Where non-written coursework is used e.g. oral presentation, this will be accompanied by written notes. Coursework may be done either as an individual or as a group. There will be combinations of both individual and group work in each level of study. Some forms of coursework (e.g. assignments and oral presentations) are used at all levels of study although the lengths increase from level to level.

Examinations will usually be 1.5 hours in duration at Level 4 to a maximum of 3 hours at level 6. A variety of formats will be used. These may include unseen questions, seen questions, open book exams or closed book exams, case studies, practical assessments, multiple choice, short and long answer questions. Typically multiple choice and short answer questions might be used to test knowledge and basic understanding. These are likely to be combined with a choice of long answer questions at Level 4. At Level 5 both short answer questions and a choice of long answer and essay questions will be used. Level 6 examinations will predominantly feature extended essay questions.

The table below shows the weighting of different assessment activities used across the programme(s).

### 19.1 Weighting of Assessment Activities

<b>Level 4</b>	Coursework	83%
	Written Examination	17%
	Practical examination	0%
<b>Level 5</b>	Coursework	83%
	Written Examination	17%
	Practical examination	0%
<b>Level 6</b>	Coursework	92%
	Written Examination	8%
	Practical examination	0%

<b>Whole Course</b>	Coursework	85%
	Written Examination	15%
	Practical examination	0%

## **20 Regulation of Assessment**

The course uses Warwickshire College higher education (HE) academic regulations, approved by Coventry University. The full Warwickshire College HE academic regulations can be found in the HE area of the Warwickshire College intranet.

Marks are provided with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module. If the overall module grade does not meet the minimum pass grade then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or restudy the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades.

Subject Assessment Boards and Course Assessment Boards normally meet at the end of the summer term and make decisions about whether students have satisfied all the requirements for their award and final award grades.

Should a student fail a module then the Course Assessment Board will notify the student of their entitlement to be reassessed or to restudy the module. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

## 21 Entrance Requirements

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](#).

Typical entry requirements may be:

- BTEC/C&G Level 3 extended Diploma in Animal Welfare or a related subject, with grades DDM/D.
- Or three A Levels (dependent on grades) including two Sciences from Biology, Chemistry or Physics with grades of ABB.
- or Kitemarked Access to HE (Science Route)

Students MUST also have:

Five GCSE grades at 4 or above including English Language, Science and Mathematics (or equivalent) to fulfil entry requirements.

Previous hands-on experience working within the canine and/or equine sector is desirable as this helps with the acquisition of basic handling, movement and management skills.

Accreditation of Prior (Experiential) Learning will be considered (confirmation required from Coventry University).

A formal interview will form part of the entry criteria.

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English (e.g. IELTS score 6.0 or equivalent).

## 22 Support for Students and their Learning

Full details of support for students and their learning can be found in the Course Handbook.

### **Equal Opportunities**

Student support is consistent with the Warwickshire College policy on Equality and Diversity which can be found on the Warwickshire College intranet.

### **Learning Resources**

Warwickshire College libraries are available for students to use at each of the college's centres. A virtual learning environment known as the Learning Channel can be accessed via the Internet.

### **Induction**

All students will be given a full induction to their course which will include meeting staff and a tour of relevant facilities.

### **Personal Tutors**

Students will be allocated an academic tutor who will offer support throughout their studies. Students are entitled to a minimum of three tutorials per year on an individual basis with their personal tutor. Records and action plans resulting from tutorials are held in the student's college file for review and updating. Students may also be issued with progress reviews to provide overviews of achievements to date and how they can improve.

### **Personal Development Planning**

The Warwickshire College PDP process provides advice and guidance to students on a range of approaches to planning for their personal, educational and career development. The planning of individual goals and intentions and the alignment of actions to achieve them is emphasised. Students are encouraged to record thoughts, ideas, and experiences in the form of an Evidence Log or Personal Development Record. Students are guided to use this PDR as a tool to review and evaluate their experiences and the results of their learning.

### **Study Skills**

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes. Study Skills Advice Sheets have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

### **Student Services**

The college's Student Services department provides a range of support and guidance services for students as described in the Course Handbook and Warwickshire College intranet.

## 23 Evaluating and Enhancing the Quality and Standards of Teaching & Learning

Quality and standards at Warwickshire College are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. Coventry University has oversight of the programme through the Faculty of Health and Life Sciences. The Course Assessment Board (CAB) for Animal Science and Veterinary Nursing at Warwickshire College is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

External Examiners report annually on the course and their views are considered as part of the annual quality monitoring process (CCQEM). Details of the CCQEM process can be found on the Coventry University Registry's web site. The Course Manager completes an Annual Quality Monitoring (CCQEM) report (known at Warwickshire College as an Annual Course Report or ACR) for Coventry University at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The CCQEM is circulated to key managers within Warwickshire College so that the quality of the course can be widely assessed. The CCQEM is also shared with Coventry University as part of their quality oversight of the course and the Coventry University link tutor writes a Link Tutor Report to comment on the CCQEM and the quality of the course.

As noted above, one key piece of information that feeds into the CCQEM is the External Examiner (EE) Report. The EE reports annually on the quality and standards for assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College intranet.
- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE Course Survey and HE Module Surveys.
- Course Consultative Committees are held three times a year to ensure that a range of key voices, including student representatives, have an input to course management issues including reviewing ACRs, External Examiner reports and HE Course Survey results. The link tutor from Coventry University is also a member of Course Consultative Committees and provides quality oversight from the awarding body.
- Students are represented on a number of Warwickshire College meeting groups including the Higher Education Quality and Academic Standards Committee (HEQAS) which oversees a range of quality issues and student-focused topics in HE, including ACRs, EE reports and HE Course Survey & NSS results.

## 24 Indicators of Quality and Standards

WCG (the trading name of Warwickshire College) is a large mixed economy further education (FE) College. Overall HE student numbers are 1,156 translating as a total of 990 full-time equivalent students including full-time, part-time and degree apprentices.

The college offers a range of provision with courses spanning 13 of the 19 principal subject areas prescribed for Higher Education delivery. In response to planned growth, development of specialist provision and to meet the needs of local and regional students, WCG has grown to become a family of seven colleges, each with its own community identity. Notwithstanding the seven college brands, WCG is a single institution with one management team and one governing body. Policies and procedures are cross-college and operate across all college sites.

Moreton Morrell College in Warwickshire is a specialist land-based centre, nationally renowned for equestrian training and facilities. Moreton Morrell College provides a wide range of HE courses in equine, animal behaviour and veterinary nursing.

WCG has recently agreed a new Higher Education Strategy 2019-2023 which sets out a series of Guiding Principles for higher education at the College. These are listed as follows, for the College to:

- Work closely with employers to ensure vocational curricula is relevant and current;
- Provide a range of appropriate qualifications to provide choice for students and employers;
- Provide every HE student with access to appropriate tutorials;
- Maintain fair entry requirements;
- Provide access to HE students with special educational needs and disabilities;
- Support under-represented groups in Higher Education through strategic access and participation planning;
- Timetable courses to facilitate participation by parents, employees and carers;
- Limit group sizes to maintain high level of student support and personalised learning;
- Develop the curriculum in response to local and regional economic needs;
- Work towards continuous quality improvement;
- Support high quality teaching and scholarship through training and staff development;
- Encourage student participation in HE decision making;
- Provide prospective and current HE students with appropriate Information, Advice and Guidance (IAG);
- Work in partnership with HEIs to enable delivery of validated provision; and
- Work with colleges and College HE groups, notably the Association of Colleges and Mixed Economy Group, to share good practice and influence national strategy.

The College has a well-established HE committee structure that maintains oversight of the HE provision. HE Academic Board (HEAB) has strategic oversight of HE within the College.

Reporting to HEAB is HE Quality and Academic Standards Committee (HEQAS) and HE Student Experience Committee (HESEC). HEAB, HEQAS and HESEC each have terms of reference that are adhered to and regularly reviewed. HEQAS and HESEC report termly to HEAB, and ASQA (the board of Governor's Academic Standards and Quality Assurance Committee) received regular reports from HEAB.

Detailed scrutiny by QAA relating to the College's application for Foundation degree awarding powers (FDAP) resulted in Her Majesty's Most Honourable Privy Council granting FDAP to Warwickshire College on 1<sup>st</sup> September 2014. Following this achievement, in 2015 WCG underwent a light touch of the QAA's HE Review process and was judged to have MET Expectations. The results from each received were very positive and significant areas of good practice were recognised across a wide range of activities.

Approximately half of the WCG students are studying for a Coventry University award. WCG and Coventry University have had a strong collaborative partnership since the late 1980s. The University has devolved substantial responsibility to the College such that WCG uses College devised and University approved academic regulations and quality assurance procedures. The University approved Warwickshire College academic regulations and takes an oversight of all other processes and procedures relating to Warwickshire College courses that it validates, including the appointment of external examiners, assessment boards and Annual Quality Monitoring. A link tutor is appointed by the University to assure quality and standards at a course level with further links in place at an institutional level.

In September 2018, Warwickshire College was registered by the higher education regulator, Office for Students as a provider of higher education.

## **25 Progression**

Students who successfully complete the BSc (Hons) Veterinary Physiotherapy may be able to progress to postgraduate study (Masters and/or PhD) and would be qualified to set up in practice as veterinary physiotherapists. Graduates would be well qualified to work both practically and in strategic positions within the industry.

## **26 Further Information**

This programme 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 by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Handbooks.

The language of study is English.

## 27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS T-shaped learner skills

Level 4																
Module Codes	Module Titles	KU1	KU2	KU3	CS1	CS2	CS3	CS4	PS1	PS2	PS3	TS1	TS2	TS3	TS4	
400CU	Academic Study Skills, Employability & T-Shaped	✓										✓	✓	✓		
465AVN	Professional Practice and Animal Law			✓					✓				✓		✓	
458AVN	Functional Anatomy and Physiology for Veterinary Physiotherapy		✓		✓			✓	✓	✓	✓					
460AVN	Pathophysiology & Pharmacology		✓		✓		✓	✓							✓	
457AVN	Dynamics of Animal Movement		✓		✓				✓	✓	✓				✓	

452AVN	Animal Practice and Palpation		✓							✓	✓	✓				
<b>Level 5</b>																
Module Codes	Module Titles	KU1	KU2	KU3	CS1	CS2	CS3	CS4	PS1	PS2	PS3	TS1	TS2	TS3	TS4	
562AVN	Research Design and Analysis	✓		✓		✓						✓				
561AVN	Neurology and Orthopaedics		✓		✓		✓	✓							✓	
564AVN	Veterinary Therapeutic Techniques		✓		✓		✓	✓							✓	
557AVN	Enterprise Development			✓		✓						✓	✓	✓	✓	
556AVN	Biomechanical Assessment and Exercise Prescription		✓		✓	✓	✓	✓	✓	✓	✓				✓	
554AVN	Applied Animal Management and Therapy			✓					✓	✓	✓				✓	

<b>Level 6</b>																
Module Codes	Module Titles	KU1	KU2	KU3	CS1	CS2	CS3	CS4	PS1	PS2	PS3	TS1	TS2	TS3	TS4	
657AVN	Dissertation	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	
654AVN	Animal Clinical Practice		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	

655AVN	Clinical Placement		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
660AVN	Collaborative Practice for Veterinary Physiotherapy	✓		✓			✓	✓	✓			✓	✓	✓	✓
651AVN	Advanced Physiotherapy and Diagnostics		✓		✓	✓	✓	✓	✓						✓

## 28 Assessment Grid

The assessment grid below shows the range of assessment methods used throughout the programme such that students are provided with variety in assessment and are given opportunities to use a range of academic and practical skills across the scope of their module diet

Module Codes	Module Titles	Presentation	Report	Case Study Reports	Skills Log	Examination	Other
400CU	Academic Study Skills, Employability & T-Shaped	30% group	35% report/essay and summary				35% Professional Development Reflective Portfolio
465AVN	Professional Practice and Animal Law	50% oral assessment	50% report				
458AVN	Functional Anatomy and Physiology for Veterinary Physiotherapy		50% report			50%	P/F practical
460AVN	Pathophysiology & Pharmacology						50% poster 50% journal article
457AVN	Dynamics of Animal Movement		50% report		P/F skills log	50%	
452AVN	Animal Practice and Palpation			50% case portfolio	P/F skills log		50% reflective report

Module Codes	Module Titles	Presentation	Report/Essay	Case Study Reports	Skills Log	Examination	Other
562AVN	Research Design and Analysis		50% research proposal 50% research report				
561AVN	Neurology and Orthopaedics			50%		50%	
564AVN	Veterinary Therapeutic Techniques				P/F skills log		80% practical 20% lay magazine article
557AVN	Enterprise Development	35% presentation	65% business plan and finance report				100% business plan presentation plus supporting report
556AVN	Biomechanical Assessment and Exercise Prescription			50%			50% research project
554AVN	Applied Animal Management and Therapy	20%			P/F skills log		80% practical

Module Codes	Module Titles	Presentation	Report/Essay	Case Study Reports	Skills Log	Examination	Other
657AVN	Dissertation	10% seminar presentation 15% viva voce	15% protocol				60% dissertation P/F progress file
654AVN	Animal Clinical Practice			100%			
655AVN	Clinical Placement			80% portfolio and case log			20% reflective journal
660AVN	Collaborative Practice for Veterinary Physiotherapy		50% report				50% seminar
651AVN	Advanced Physiotherapy and Diagnostics		50% report	50% time constrained			