

## Programme Specification

| Part 1: Basic Data                                     |   |                          |                  |
|--|---|--------------------------|------------------|
| <b>Awarding Institution</b>                            | Hartpury University   |                          |                  |
| <b>Teaching Institution</b>                            | Hartpury  |                          |                  |
| <b>Delivery Location</b>                               | Hartpury  |                          |                  |
| <b>Study abroad / Exchange / Credit recognition</b>    | None  |                          |                  |
| <b>Department responsible for programme</b>            | Equine  |                          |                  |
| <b>Programme Title</b>                                 | MSc Veterinary Physiotherapy  |                          |                  |
| <b>Professional Statutory or Regulatory Body Links</b> | Chartered Society of Physiotherapy<br>Association of Chartered Physiotherapists in Animal Therapy |                          |                  |
| <b>Highest Award Title</b>                             | MSc Veterinary Physiotherapy  |                          |                  |
| <b>Default Award Title</b>                             | None  |                          |                  |
| <b>Award Titles</b>                                    | Postgraduate Diploma Veterinary Physiotherapy<br>Postgraduate Certificate Specialist Practice     |                          |                  |
| <b>Mode(s) of Study</b>                                | Accelerated FT / Intensive FT / FT / PT   |                          |                  |
| <b>Codes</b>   | <b>UCAS:</b> D391   | <b>JACS:</b> D300        |                  |
|  | <b>UNIT-e:</b> MST EVPXX  | <b>HESA:</b>             |                  |
| <b>Relevant QAA Subject Benchmark Statements</b>       | Veterinary Nursing<br>Master's Degree Characteristics   |                          |                  |
| <b>Last Major Approval Date</b>                        | 31 August 2018  | Valid from               | 1 September 2018 |
| <b>Amendment Approval Date</b>                         |   | Amended with effect from |                  |
| <b>Version</b>   | 2.1   |                          |                  |
| <b>Review Due By</b>                                   | 1 September 2024  |                          |                  |

## **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 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: Programme Structure for :  
MSc Veterinary Physiotherapy**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

|  |        | Compulsory Modules   | Optional Modules | Awards   |
|--|--------|--|------------------|--|
|  | Year 1 | HEQXKW-15-7 Preparation for Clinical Practice<br>HEQXKV-15-7 Comparative and Applied Anatomy, Physiology and Biomechanics<br>HEQVX4-30-7 Understanding Veterinary Diagnostics and Physiotherapy Assessment | Not applicable.  | <u>Postgraduate Certificate in Specialist Practice</u><br>Credit requirements: 60 credits at level 6 or above with not less than 45 credits at level 7.<br><br><u>Postgraduate Diploma in Veterinary Physiotherapy</u><br>Credit requirements: 120 credits at level 6 or above with not less than 90 credits at level 7 – must include all modules from Years 1 and 2. |
|  | Year 2 | HANXKT-15-7 The Research Process<br>HANXKU-15-6 Applied Business Management<br>HEQVX5-30-7 Veterinary Physiotherapy Rehabilitation   | Not applicable.  | Postgraduate Diploma in Veterinary Physiotherapy gives eligibility to apply for Category A membership of the Association of Chartered Physiotherapists in Animal Therapy.  |
|  | Year 3 | HANVL5-60-7 Postgraduate Dissertation  | Not applicable.  | <u>MSc Veterinary Physiotherapy</u><br>Credit requirements: 180 credits at level 6 or above with not less than 150 credits at level 7  |
|  | Year 3 | HANVL5-60-7 Postgraduate Dissertation  | Not applicable.  |  |

**Part time:**

The part time student journey from Entry through to Graduation is individually negotiated with the student.

## Part 4: 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:  | Preparation for Clinical Practice | Comparative and Applied Anatomy, Physiology and Biomechanics | Understanding Veterinary Diagnostics and Physiotherapy Assessment | The Research Process | Applied Business Management | Veterinary Physiotherapy Rehabilitation | Postgraduate Dissertation |
|---|-----------------------------------|--|---|----------------------|-----------------------------|---|---------------------------|
| <b>A) Knowledge and understanding of:</b>   |                                   |  |   |                      |                             |   |                           |
| 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.   |                                   |  | ✓   | ✓                    |                             | ✓                                       | ✓                         |
| <b>(B) Intellectual Skills</b>  |                                   |  |   |                      |                             |   |                           |
| 1. The ability to evaluate and critically reflect upon veterinary physiotherapeutic interventions.                            |                                   |  | ✓   | ✓                    |                             | ✓                                       | ✓                         |
| 2. The ability to critically evaluate a range of evidence to support 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.  | ✓                                 | ✓  |   | ✓                    |                             | ✓                                       | ✓                         |
| 5. The ability to disseminate and communicate findings.   |                                   |  |   | ✓                    | ✓                           | ✓                                       | ✓                         |
| <b>(C) Subject/Professional/Practical Skills</b>  |                                   |  |   |                      |                             |   |                           |
| 1. Assess the needs of the individual animal.   | ✓                                 | ✓  | ✓   |                      |                             | ✓                                       |                           |
| 2.  |                                   |  |   |                      |                             |   |                           |
| 3. Undertake skilled, competent, safe, evaluative and reflective veterinary physiotherapy within a legal and ethical context. |                                   |  | ✓   |                      |                             | ✓                                       |                           |

## Part 4: Learning Outcomes of the Programme

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 4. Communicate effectively with clients, inter-professional groups and the general public establishing professional and ethical relationships.                    | ✓ |   | ✓ |   |   | ✓ |   |
| 5. Develop empowering practice with service users.  | ✓ | ✓ | ✓ |   |   | ✓ |   |
| 6.  |   |   |   |   |   |   |   |
| 7. Utilise appropriate strategies in order to solve problems that may be complex in nature.   |   |   | ✓ |   |   | ✓ |   |
| 8. Demonstrate enhanced leadership skills in order to enable others to lead and work collaboratively to enhance the profession.                                   |   |   | ✓ |   |   | ✓ |   |
| 9. Recognise and take appropriate action in situations where the limits of their skills or knowledge are being approached.  | ✓ | ✓ | ✓ |   |   | ✓ |   |
| 10. Select and employ appropriate research methodologies for the retrieval and production of data and demonstrate the ability to analyse and report the outcomes. |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |
| <b>(D) Transferable skills and other attributes</b>   |   |   |   |   |   |   |   |
| Graduates from this programme should be able to:  |   |   |   |   |   |   |   |
| 1. Demonstrate effective personal and business management skills.   | ✓ | ✓ | ✓ |   | ✓ | ✓ |   |
| 2.  |   |   |   |   |   |   |   |
| 3. Demonstrate an enhanced ability to respond effectively to the needs of clients.  | ✓ | ✓ | ✓ |   |   | ✓ |   |
| 4. Critically reflect and evaluate own academic and professional progression in the context of life-long learning.  |   |   |   |   | ✓ | ✓ |   |
| 5. Reflect and evaluate their own academic, professional and clinical performance.  |   |   | ✓ |   |   | ✓ |   |

## Part 5: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

This contact time encompasses a range of face: face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

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

Practical skills sessions are a core component of the programme and form a key component of the award. These are linked directly to clinical reasoning and problem solving and provide the foundations that are then built on during professional practice placements.

#### **Scheduled Learning**

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and work based learning (observational days).

#### **Independent Learning**

May include hours engaged with essential and supplementary reading, case study preparation, practical skills, reflection and assessment preparation. 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 hours occurring as part of the professional practice modules (occurring both internally and externally to the institution); this constitutes an average per year as indicated below:

Year 1; 12 days

Year 2; 20 days

Student support will be offered in a number of ways:

An induction programme for all students

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 a Programme Handbook and Module Guides

Access to institution wide information.

Access to 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.

#### **Virtual Learning Environment (VLE)**

This programme is supported by a VLE where students will be able to find all necessary programme/module information. Direct links to information sources will also be provided from within the VLE.

To support learner's career preparations, institution careers personnel visit the institution on a regular basis and the students can use all the institutions Careers online resources as well as see.

### Description of any Distinctive Features

Learning will be based on a student-centred approach, where students are encouraged and empowered to take responsibility for their own learning both to supplement and consolidate what is being taught/learned. 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, creative thinking, problem solving and reflection. This is facilitated by the use of students' own experience and practice to interrogate theory.

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. 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.

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

### Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The MSc Veterinary Physiotherapy programme assessments have been designed to best test the learning outcomes of the modules and programme, to be appropriate and fair, and also to discriminate ability amongst students. Furthermore, formative as well as summative assessment opportunities are provided and feedback on assessment throughout the programme is designed to support students' ongoing learning and development.

A range of assessment approaches are used as detailed in the assessment map below acknowledging that learners have differing strengths and preferences.

In line with the institutions 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 Virtual Learning Environment (VLE).

## Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

### Assessment Map for MSc Veterinary Physiotherapy

|                                   |   | Type of Assessment* |                        |                       |                |                             |                                     |                    |                  |              |           |
|-----------------------------------|---|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|-----------|
|                                   |   | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation | Portfolio |
| <b>Compulsory Modules Level 7</b> | HEQXKW-15-7 Preparation for Clinical Practice                                 |                     |                        |                       | A (50)         |                             |                                     |                    |                  |              | B (50)    |
|                                   | HEQXKV-15-7 Comparative and Applied Anatomy, Physiology and Biomechanics      | A (100)             |                        |                       |                |                             |                                     |                    |                  |              |           |
|                                   | HEQVX4-30-7 Understanding Veterinary Diagnostics and Physiotherapy Assessment |                     |                        |                       |                | A (P/F)                     |                                     | B (100)            |                  |              |           |
| <b>Compulsory Modules Level 7</b> | HANXKT-15-7 The Research Process  |                     |                        |                       |                |                             | A (25)                              | B (75)             |                  |              |           |
|                                   | HANXKU-15-6 Applied Business Management                                       |                     |                        |                       |                |                             | A (100)                             |                    |                  |              |           |
|                                   | HEQVX5-30-7 Veterinary Physiotherapy Rehabilitation                           |                     |                        |                       |                | A (P/F)                     | B1 (50)                             | B2 (50)            |                  |              |           |
| <b>Compulsory Modules Level 7</b> | HANVL5-60-7 Postgraduate Dissertation   |                     |                        |                       |                |                             |                                     |                    |                  | A (100)      |           |

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.



## Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

## Part 8: Reference Points and Benchmarks

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

### **QAA UK Quality Code for HE**

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

### **The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015**

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

This programme has been developed taking into consideration the QAA Master's Degree Characteristics Statement to support graduates to have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.

### **Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021**

These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of

academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

**What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.**

The programme has developed through ongoing evaluation and feedback provided by students, staff, external examiner and stakeholders/clinical educators; this has resulted in improved quality and standards of learning. The programme will undergo a Periodic Curriculum Review every 6 years; which present and past students, internal and external reviewers, and professional body representation are involved in this review of the programme and its fitness for purpose, recommendations have been incorporated into this programme specification.

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 Institution's website.

### Programme Amendment Log

|                                 |  |
|---------------------------------|--|
| <b>Programme Title:</b>         | MSc Veterinary Physiotherapy           |
| <b>Programme Code:</b>          | MST EVPXX                              |
| <b>Initial Approval Date:</b>   | 01 September 2017                      |
| <b>Approved by:</b>             | Hartpury Curriculum Approval Committee |
| <b>Approved until:</b>          | 01 September 2024                      |
| <b>Original version number:</b> | V1.1                                   |

**Changes:**

|   |                    |
|---|--------------------|
| <b>Rationale:</b> After the successful application for University Title, amendments were required to all specifications.  |                    |
| <b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Not required  |                    |
| <b>Outline Change Details:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 4. Subject Benchmark Statements updated where required. |                    |
| <b>Change requested by:</b>   | Academic Registrar |
| <b>CVC approval date:</b>   | 31 August 2018     |
| <b>Change approved with effect from:</b>  | 01 September 2018  |
| <b>New version number:</b>  | <b>V2.1</b>        |

**Version v1.1**

|   |                   |
|---|-------------------|
| <b>Rationale:</b> Investigating Equestrian Research is a broader equine science module that better fits the overall ethos of the programme. The Rider Performance module which is more specialist and would be better placed as an optional module where those who do want to focus on the rider are able to take it, but those who have no interest or experience in this specific field are able to choose an alternative . |                   |
| <b>Material Alteration:</b> No  |                   |
| <b>Outline Change Details:</b> Investigating Equestrian Research HEQV6Y-15-7 moved from optional to compulsory and Rider Performance HEQXKR-15-7 moved from compulsory to optional.   |                   |
| <b>Change requested by:</b>   | Kirsty Lesniak    |
| <b>CVC approval date:</b>   | 01 March 2018     |
| <b>Change approved with effect from:</b>  | 01 September 2018 |
| <b>New version number:</b>  | V1.1              |

