

Module specification

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Module Code	VEN404
Module Title	Introduction to Animal Anatomy and Physiology in Health and Disease
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100532
Cost Code	GAAN

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Foundation Degree (FdSc) Veterinary Nursing	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	05/11/2019
With effect from date	28/09/2020



For office use only	
Date and details of revision	September 2024 – AM0 minor wording change in Indicative Assessment Tasks section with immediate implementation.
Version number	2

Module aims

This module will develop the student's knowledge and understanding of animal anatomy and physiology at both a systems and cellular level. The module will relate primarily to the dog and cat but will include other species*

The module will integrate physiology and pathophysiology to develop a student's understanding of disease states. Principles of genetics, linking to the breeding process will be covered in this module.

* range of species in addition to cats and dogs holders of veterinary nursing degrees should be competent in providing nursing care to animals that are commonly kept as pets in the UK. This will include rabbits, small mammals and appropriate species of reptiles and birds. In addition to the above animals, a level of basic knowledge and competence in the husbandry and nursing care of horses, endemic UK wildlife and exotic species not commonly seen in the UK (QAA Subject benchmark statement, Veterinary Nursing, 2019).

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify anatomical structures and their location, using correct terminology relevant to veterinary nursing.
2	Recognise normal and abnormal animal physiology at a systems and cellular level.
3	Identify the different stages and care required in cat and dog breeding, including the role of genetics in the breeding process.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Formative assessment tasks:

Various quizzes / Padlet board / peer review practical sessions.

A range of modalities will be used by the tutor to provide feedback to students.

Summative assessment tasks:

Assessment 1: Group narrated presentation.

Assessment 2: In-class test (unseen, 1.5 hours – multiple choice questions (MCQ) / short answer questions / problem based questions).



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	3	Presentation	40
2	1, 2	In-class test	60

Derogations

N/A

Learning and Teaching Strategies

A range of learning and teaching strategies will be employed, and all will focus on student centred teaching. Delivery of content will be conducted in a lecture room and the clinical suite to apply theory to practice. The emphasis will be on active learning for each session delivered.

Indicative Syllabus Outline

Learning outcome 1

Structures at the cellular level and structures of the body system / location and landmarks / definitions and terminology. To include; skeletal system / muscular system / integument / nervous system including senses / cardiovascular system / respiratory system / lymphatic system / endocrine system / digestive system / liver / renal system / reproductive system.

Learning outcome 2

Normal physiology at a systems and cellular level. To include; skeletal system / muscular system / integument / nervous system including senses / cardiovascular system / respiratory system / lymphatic system / endocrine system / digestive system / liver / renal system / reproductive system. Homeostasis and the homeostatic regulatory mechanisms in organ systems in health and pathophysiology / body temperature regulation / blood glucose regulation / fluid regulation / blood pressure / waste product concentration.

Learning outcome 3

Cell division, mitosis and meiosis / Mendel's Laws / genetic code / patterns of Mendelian inheritance / Punnett squares / genotype / phenotype / congenital defects / application to practice / screening / role of the Kennel Club and British Veterinary Association / future implications / breeding strategies / breeding practices / mating / antenatal care / parturition process / dystocia / assisted delivery / resuscitating / neonatal care.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Aspinall, V. and Cappello, M. (2019), *Introduction to Veterinary Anatomy and Physiology Textbook*. 4th ed. Edinburgh: Elsevier.

Colville, T. and Bassert, J.M. (2015) *Clinical Anatomy and Physiology for Veterinary Technicians*. 3rd ed. Missouri: Elsevier.



Other indicative reading

Ackerman, N. (ed.) (2016), *Aspinall's Complete Textbook of Veterinary Nursing*. 3rd ed. Edinburgh: Elsevier.

Klein, B.G. (2019) *Cunningham's Textbook of Veterinary Physiology*, 6th ed. Missouri: Elsevier.

Singh, B. (2016), *Saunders Veterinary Anatomy Colouring Book*. 2nd ed. St Louis: Elsevier.

Employability – the University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding.

Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework.

The Wrexham University Skills Framework Level Descriptors: An incremental and progressive approach.

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.