



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BSc (Hons) Equine Science (University Centre Sparsholt) C0342PYC/PTC

Quality Assurance, Academic Standards and Quality and Partnerships
Department of Student and Academic Administration

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COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

Course Title	<i>BSc (Hons) Equine Science</i>
Final Award	<i>BSc (Hons)</i>
Exit Awards	<i>Certificate in Higher Education Diploma in Higher Education</i>
Course Code / UCAS code (if applicable)	<i>C0342PYC, C0342PTC (UCAS D426)</i>
Mode of study	<i>full time or part time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>Three years full time, six years part time</i>
Cohort(s) to which this course specification applies	<i>From September 2021 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University Centre Sparsholt</i>
Faculty	<i>Faculty of Science</i>
School/Department/Subject Group	<i>School of Biological Sciences</i>
School/Department/Subject Group webpage	<i>https://www.sparsholt.ac.uk/</i>
Course webpage including entry criteria	<i>https://www.sparsholt.ac.uk/courses/bsc-hons-equine-science-degree-full-time/</i>
Professional and/or Statutory Regulatory Body accreditations	<i>None</i>
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	<i>Level 4, 5 and 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

Educational Aims

The general aims of the Higher Education provision for the land-based industries are to:

- To provide an environment that enables learners to reach their full potential
- To provide, within our operating environment a curriculum that meets the identified needs of learners and stakeholders, the rural and land-based sector and local communities together with encouraging access and participation
- To become the leading centre of excellence and innovation for education and training for the rural and land-based sector
- To encourage the development and use of current and emerging technologies to support the delivery of the curriculum
- Provide a systematic, coherent and balanced education through study within the course programmes on offer
- Develop, test and assess at appropriate level, each student's intellectual capabilities
- Equip each student with the necessary transferable skills and applied knowledge to enable them to make an immediate contribution in employment or to progress to further study
- Provide course programmes that ensure equality of opportunity and encourage access and participation

The aims of the Equine Science programme will enable students to:

- Successfully enter employment within the equine industry and allied industries
- Effectively undertake specific research to help in the development of all aspects of the equine industry
- Investigate topics and to devise and sustain arguments related to equine science
- Examine the role and importance of social, cultural and scientific influences within the equine industry
- Apply knowledge appropriately to project planning and design and management decisions
- Promote a culture of sustainability through all activities associated with professional practice
- Discuss the key aspects of the discipline area of equine science
- Take responsibility for managing their time and aspects of their own learning in equine science
- Promote underpinning principles of equine science in the wider equine industry
- Communicate information in a manner appropriate to the subject and the intended audience
- Demonstrate technical skills necessary to underpin practical competences in the workplace
- Demonstrate the common, transferable skills needed to operate effectively in the working environment
- Think independently, set tasks and solve problems

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<i>The underlying principles of the structure and function of the Equine industry including the location of resources, management, exploitation and pattern of</i>	<i>lectures, seminars, group work, simulations,</i>	<i>essays, presentations, reports,</i>

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
	<i>resource utilisation within the socio-economic and legal frameworks</i>	<i>guest lectures, visits</i>	<i>seminars, examinations</i>
A2	<i>The integration of theory, experiment, investigation and fieldwork and the development of scientific principles into practice</i>	<i>lectures, seminars, laboratory work, group work, simulations, research projects, guest lectures</i>	<i>essays, presentations, reports, seminars, examinations, dissertation</i>
A3	<i>The underlying scientific principles and techniques that underpin equine anatomy, physiology, biological function, equine science with knowledge of recent developments.</i>	<i>lectures, seminars, laboratory work, group work, dissections</i>	<i>essays, presentations, reports, seminars, examinations</i>
A4	<i>Competence in subject-specific and key skills, problem solving and a professional approach to study and lifelong learning, including the concepts, theories and methods of quantitative and qualitative analytical methods utilising ethical standards and professional codes of conduct in experimental design.</i>	<i>lectures, seminars, group work, simulations, guest lectures, visits</i>	<i>essays, presentations, reports, seminars, examinations</i>

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	<i>Recognise and use appropriate theories, concepts and principles from the discipline of equine science</i>	<i>lectures, seminars, group work, simulations, practical sessions, group discussions</i>	<i>essays, presentations, seminars, examinations, reflective portfolios</i>
B2	<i>Collect and integrate different lines of argument and apply them in a balanced way in the wider equine industry</i>	<i>lectures, seminars, group work, simulations, practical sessions, group discussions</i>	<i>essays, presentations, seminars, examinations, reflective portfolios</i>
B3	<i>Analyse, summarise, and synthesize information from a variety of sources, considering issues from a number of perspectives to arrive at a considered judgement</i>	<i>lectures, seminars, group work, simulations, practical sessions, group discussions</i>	<i>essays, presentations, seminars, examinations, reflective portfolios, dissertation</i>

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B4	<i>Apply knowledge and understanding to address familiar and novel problems</i>	<i>lectures, seminars, group work, simulations, practical sessions, group discussions</i>	<i>essays, presentations, seminars, examinations, reflective portfolios, dissertation</i>
B5	<i>Demonstrate awareness of the provisional nature of the facts and principles associated with a field of study, and design appropriate experiments, investigations, surveys or other means to test a hypothesis or proposition.</i>	<i>lectures, seminars, group work, simulations, practical sessions, group discussions</i>	<i>essays, presentations, seminars, examinations, reflective portfolios, dissertation</i>

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	<i>Plan, conduct and report on investigations, including the use of secondary data</i>	<i>lectures, seminars, group work, discussions</i>	<i>Reports, dissertation, seminars, presentations, examinations</i>
C2	<i>Collect and record information or data in the library, laboratory or field and summarise it using appropriate qualitative and/or quantitative techniques</i>	<i>lectures, seminars, laboratory practicals, group work, discussions</i>	<i>Reports, dissertation, seminars, presentations, examinations</i>
C3	<i>Devise, plan and undertake field and laboratory investigations in a responsible, safe manner, paying due attention to risk assessment, ethics, rights of access, relevant health and safety regulations, legal requirements and sensitivity to the impact of investigations on the environment and stakeholders</i>	<i>lectures, seminars, laboratory practicals, group work, discussions</i>	<i>Reports, dissertation, seminars, presentations, examinations</i>
C4	<i>Develop practical scientific skills relevant to the equine industry including research and evaluation skills</i>	<i>lectures, seminars, laboratory practicals, group work, discussions</i>	<i>Reports, dissertation, seminars, presentations, examinations</i>
C5	<i>Critically appreciate and apply techniques and concepts available to assist effective management of the performance horse</i>	<i>lectures, seminars, laboratory practicals, group work, discussions</i>	<i>Reports, dissertation, seminars, presentations, examinations</i>

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	<i>Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory and the difficulties of incomplete information including teamwork and target setting</i>	<i>lectures, seminars, group work, supervision</i>	<i>Reports, dissertation, examinations</i>
D2	<i>Prepare, process, interpret and present data and solve problems using appropriate qualitative and quantitative, computer based and non-computer-based techniques and packages</i>	<i>lectures, seminars, group work, supervision</i>	<i>Reports, dissertation, examinations</i>
D3	<i>Receive, evaluate and respond to a variety of information sources: textual, numerical, verbal, and graphical</i>	<i>lectures, seminars, group work, supervision</i>	<i>Reports, dissertation, examinations</i>
D4	<i>Communicate accurately, clearly, concisely, confidently and appropriately to a variety of audiences in written, verbal, computer-based and graphical forms, employing appropriate scientific language with critical use of communication and sources of information.</i>	<i>lectures, seminars, group work, supervision</i>	<i>Reports, dissertation, examinations</i>
D5	<i>Contribute constructively to group discussions and listen to, appreciate and evaluate the views of others, reflecting on task, personal and group success developing necessary skills for independent lifelong learning.</i>	<i>lectures, seminars, group work, supervision</i>	<i>Reports, dissertation, examinations</i>

Academic Regulations

The current University of Portsmouth [Academic Regulations for Collaborative Partners](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

University Centre Sparsholt provides a comprehensive range of support services for students throughout their course, details of which are available at <https://www.sparsholt.ac.uk/university-centre/support-resources-higher-education/>

In addition to these support services this course also provides access to on-line learning resources at Programme and Module level on L-Edge.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

University Centre Sparsholt undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our **HE Student Engagement Policy** found at <https://www.sparsholt.ac.uk/policies-reports/> where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision 2030 and Strategy 2025](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement](#) for The Subject Benchmark Statement for Bioscience (2015), The Subject Benchmark Statement for Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences (2009)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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