

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Equine Event Organisation				
Module Code	UIEXRB-15-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Equine Science		
Contributes towards	FdSc Equine Science & Management FdSc Equine Performance FdSc Equine Performance (SW)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

CAP Approval Date	29 May 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Analyse the key stages of event organisation (A). 2 Evaluate an equine specific event (A, B). 3 Review relevant legislation affecting equine event organisation (A). 4 Formulate and justify a proposal for an equine event (A). 5 Demonstrate and reflect on personal ability to work as part of a team (A). 6 Reflect upon practical application of skills at an equine event (A, B).
Syllabus Outline	<p>In lectures, students will learn the theories and practical skills to enable them to organise and run an equine-related show or event; students will work collaboratively in groups to develop their show, which will be held at Hartpury College, using the excellent facilities and will be open to members of the public as well as students with proceeds going to a charity of their choice. Formal delivery will include:</p> <ol style="list-style-type: none"> 1 Steps required to organise equine-related events and shows. 2 Various relevant legislation, policies, procedures and practices involved in the effective planning and organisation of equine-related events. 3 Marketing of events. 4 Health and Safety involved in organising events. 5 Project management, operational management plan, feasibility study, resources and financial management.

Contact Hours	Indicative delivery modes:				
	Lectures, guided learning, seminars etc				33
	Self directed study				3
	Independent learning				114
	TOTAL				150
Teaching and Learning Methods	<i>Scheduled learning</i> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.				
	<i>Independent learning</i> May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.				
	<i>Virtual learning environment (VLE)</i> This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.				
Key Information Sets Information	Key information sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.				
	<u>Key information set – module data</u>				
	Number of credits for this module				15
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
	150	36	114	0	150
	The table below indicates as a percentage the total assessment of the module which constitutes:				
	1	<i>Written exam:</i> Unseen written exam, open book written exam, in-class test.			
	2	<i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.			
	3	<i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.			
	Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the assessment section of this module description:				
	Total assessment of the module:				
	Written exam assessment percentage	0%			
	Coursework assessment percentage	40%			
	Practical exam assessment percentage	60%			
		100%			

Reading Strategy	<p>Essential readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Bladen, C. et al (Current Edition) <i>Events Management – An Introduction</i>. UK: Routledge. • Goldblatt, J. (Current Edition) <i>Special events twenty-first century global event management</i>. Chichester: John Wiley and Sons Ltd. • O'Toole, W. (Current Edition) <i>Corporate event project management</i>. Chichester: John Wiley and Sons Ltd. • Parry, B. & Shone, A. (Current Edition) <i>Successful Event Management</i>. UK: Cengage Learning. • Silvers, J. (Current Edition) <i>Professional event coordination</i>. Chichester: John Wiley and Sons Ltd. • Tarlow, P. E. (Current Edition) <i>Event Risk Management and Safety</i>. Chichester: John Wiley and Sons Ltd. • Tassiopoulos, D. (Current Edition) <i>Events Management: a developmental and managerial approach</i>. Juta & Co. Ltd. <p>Websites:</p> <ul style="list-style-type: none"> • Equine Affairs: www.equineaffairs.com • Hartpury College: www.hartpury.ac.uk/Hartpury-College/Hartpury-Equine/ • Hereford Equestrian: www.herefordequestrian.co.uk • Horse and Hound: www.horseandhound.co.uk/ • Health and Safety Executive: www.hse.gov.uk/

Part 3: Assessment				
Assessment Strategy	Each group will be required to work as a team to run an equine-related event or show at Hartpury College. Students will be assessed in two ways:			
	1	As a group, students must prepare a presentation which reports on the viability of the event, to include: <ul style="list-style-type: none">The type of event, the level and demography of participants and horses.The financial viability of the event with costings, break-even points and profit or loss outcome.An evaluation of the organisational structure. There will be questions after the presentation. A group mark will be assigned.		
	2	As individuals, students are required to write an assignment, submitted towards the end of the module. Within this the following sections must be completed: Produce a project proposal including the following information: <ul style="list-style-type: none">An executive summary of their proposal.Evaluate the concept and viability of their event.Identification of relevant legislation applicable to this type of event . The above describes summative assessment opportunities. Students will be given opportunities to apply knowledge and develop group working skills in seminars. In line with the college's 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 in to account learning and assessment needs. For further information regarding this please refer to the VLE.		
	Identify final assessment component and element			
	Group oral examination.			
% weighting between components A and B (Standard modules only)			A:	B:
			60%	40%
First Sit				
Component A (controlled conditions) Description of each element			Element weighting	
1	Group oral examination (30 minutes)		100%	
Component B Description of each element			Element weighting	
1	Written assignment (1,000 words)		100%	
Resit (further attendance at taught classes is not required)				
Component A (controlled conditions) Description of each element			Element weighting	
1	Individual oral examination (15 minutes)		100%	
Component B Description of each element			Element weighting	
1	Written assignment (1,000 words)		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.				