University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data						
Module title	Equestrian Industry Reflection					
Module code	UIEVK4-15-2		Level	2	Version	1
Owning faculty	Hartpury		Field	Equine Science		
Contributes towards	FdSc Equine Science & Management					
UWE credit rating	15	ECTS credit rating	7.5	Module type	Project	
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

Part 2: Learning and Teaching	
Learning outcomes	On successful completion of this module students will be able to: 1 Discuss relevant legal, moral, and ethical issues that may affect working practices within the equine industry (A). 2 Review personal strengths and weaknesses as an employee (A). 3 Evaluate the placement opportunity using relevant business analysis models (A). 4 Provide evidence of work experience and the application of academic knowledge and transferable skills in the workplace (A). 5 Reflect on the work experience and recognise the impact of personal actions on equine welfare (A). 6 Put in place effective personal development planning (A).
Syllabus outline	This module will cover the following topics: 1 Business analysis models 2 A review of industry legislation 3 Self-reflection 4 Success and personal goals 5 Employability and students' preferred futures 6 Leadership.
Contact hours	Indicative delivery modes: Lectures, guided learning, seminars etc 10 Self-directed study 0 Independent learning including placement 165 **TOTAL** **175**

Teaching and learning methods	**Scheduled learning** Students can expect to engage in lectures and seminars (up to ten hours) to facilitate self-reflection and personal development, following completion of work placement hours. These will facilitate self-reflection, evaluation of the placement provider and research into the students future career path. **Independent learning** To include a number of hours engaged with essential reading, portfolio preparation, preparation for your exam and work experience (see below). These sessions constitute an average time per level as indicated in the table below. **Placement learning** Student must have completed 140 hours work placement before submitting the portfolio. This makes up the majority of the student experience for this module. The placement must be approved prior to being able to collect hours towards this module. **Virtual learning environment (VLE)** 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. **Key information set – module data** 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
175	10	25	140	175

The table below indicates as a percentage the total assessment of the module which constitutes:

1   *Written exam:* Unseen written exam, open book written exam, in-class test.
2   *Coursework:* Written assignment or essay, report, dissertation, portfolio, project.
3   *Practical exam:* 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	100%
Practical exam assessment percentage	0%
	100%

Reading strategy	**Core readings**
	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.
	Further readings
	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.
	Access and skills
	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.
Indicative reading list	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.
	• Adair, J. (Current Edition) *Concise time management and personal development*. UK: Thorogood.
	• Cottrell, S. (Current Edition) *Skills for Success: Personal development and employability*. Hampshire: Palmgrave Macmillan.
	• Covey. S, (Current Edition). *The seven habits of highly successful people.* London: Simon & Schuster.
	• Eales-white, R., (Current Edition). *The effective leader*. London: Kogan Page.
	• Roberts, L. (current edition) *After you graduate: finding and getting work you will enjoy.* England: Open University Press.
	• Stevens, D, D. & Cooper, J, E. (Current Edition) *Journal Keeping: How to use reflective journals for effective teaching & learning, professional insight and positive change.* Virginia: Stylus Publishing.
	• Stevens, D, D. & Cooper, J, E. (Current Edition) *Part one: Journal writing and its theoretical foundations.* Virginia: Stylus Publishing.
	Recommended Journals:
	• Journal of Education & Work.
	• Journal of Workplace Learning.

Part 3: Assessment	
Assessment Strategy	This module will be assessed by a self-reflective and evaluative portfolio. This assessment will enable students to provide evidence of evaluation of both the employer and themselves as an employee. Career plans and personal development will be addressed within the portfolio. Students also will have an opportunity to explore employability and enterprise themes, and discuss any relevant legal, moral, or ethical issues associated with the work experience. Attendance at lectures and seminars will facilitate the development of the reflective portfolio and will also offer opportunities for summative assessment and feedback. 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 into account learning and assessment needs. For further information regarding this please refer to VLE.

Identify final assessment component and element	Portfolio.		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		100%	None

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Portfolio (2,500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
1 Portfolio (2,500 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.