



## Module Specification

| Part 1: Basic Data       |   |                    |                           |                   |    |
|--------------------------|---|--------------------|---------------------------|-------------------|----|
| Module Title             | The International Horseracing Industry  |                    |                           |                   |    |
| Module Code              | UIEV7V-30-2   | Level              | 2                         | Version           | 1  |
| Credit Rating            | 30  | ECTS Credit Rating | 15                        | WBL module?       | No |
| Owning Faculty           | Hartpury  | Field              | Equine Science            |                   |    |
| Department               | Equine  | Module Type        | Standard                  |                   |    |
| Contributes towards      | BA (Hons) International Horseracing Business<br>BA (Hons) International Horseracing Business (SW) |                    |                           |                   |    |
| Pre-requisites           | None  |                    | Co- requisites            | None              |    |
| Excluded Combinations    | None  |                    | Module Entry requirements | None              |    |
| Last Major Approval Date | 23 February 2017  |                    | Valid from                | 01 September 2017 |    |
| Amendment Approval Date  |   |                    | Revised with effect from  |                   |    |

| Part 2: Learning and Teaching |  |
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| Learning Outcomes             | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>Analyse the main drivers of the internationalism or horseracing business activities and evaluate international horseracing governance strategies, initiatives and operations. (A, B)</li> <li>Compare and contrast the contributions and impact of a range of countries to the international horseracing business operation. (A)</li> <li>Appraise current issues and the impact of likely future trends facing all stakeholders in an ever-changing global horseracing environment. (B)</li> <li>Utilise business theory to evaluate the performance of businesses within the international horse racing industry. (A, B)</li> </ol>  |
| Syllabus Outline              | <ul style="list-style-type: none"> <li>International horseracing operations - Scale, history and type of racing operations in countries. Management and control. Legislation. Type of betting formats, management and control. Prize money levels, Governance and administration, movement and transportation of horses.</li> <li>The Bloodstock industry – key drivers, sustainability, accounting, taxation and current issues.</li> <li>The Gambling industry – key drivers, sustainability, ethics and legislation, structure and current issues.</li> <li>Contributions to the international perspective - Horseracing as a global business. Physical and financial contributions of individual countries. Socio – economic status of country. Cultural influences. Contribution of racing at a local/national level, financially, socially. As part of the leisure/tourist market.</li> <li>The integrity of the sport, race day cover, public relations and animal welfare groups.</li> <li>Driving forces behind internationalism - Motives, patterns and trends. Comparison with developments in other competitive/leisure activities. Marketing. Promotion. Sponsorship</li> </ul> |

|  | <ul style="list-style-type: none"> <li>Future trends - Possibilities and limitations. Needs analysis. Impact of likely changes and contributions. Biosecurity.</li> </ul>   |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
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| <p>Teaching and Learning Methods (and contact hours)</p> | <p>A variety of learning strategies will be adopted including scheduled learning, where students will receive theoretical underpinning knowledge in taught lecture and seminar sessions in order to develop critical thinking skills to apply theory into practice. These scheduled learning sessions may also involve guest lectures and industry trips in order to ensure that students are up to date with current events in the global horseracing industry.</p> <p>It is expected that for every hour a student spends within a delivered session (lectures, seminars and practicals) students will spend at least twice this amount of time on independent learning. Independent learning is an essential component of degree level study and students will not be able to complete the module successfully without undertaking the required amount of independent learning.</p> <p><b>Virtual learning environment (VLE):</b> 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.</p>  |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| <p>Key Information Sets Information</p>                  | <p>HEFCE require Key Information Sets (KIS) to be produced at programme level for all undergraduate programmes of more than one year in length. 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.</p> <table border="1" data-bbox="480 927 1382 1283"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test<br/> <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project<br/> <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="596 1682 1272 1917"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>50%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table> | Key Information Set - Module data |                       |                 |  |  | Number of credits for this module |  |  |  | 30 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 300 | 72 | 228 | 0 | 300 | Total assessment of the module: |  | Written exam assessment percentage | 0% | Coursework assessment percentage | 50% | Practical exam assessment percentage | 50% |  | 100% |
| Key Information Set - Module data                        |   |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| Number of credits for this module                        |   |                                   |                       | 30              |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| Hours to be allocated                                    | Scheduled learning and teaching study hours   | Independent study hours           | Placement study hours | Allocated Hours |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| 300  | 72  | 228                               | 0                     | 300             |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| Total assessment of the module:                          |   |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| Written exam assessment percentage                       | 0%  |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| Coursework assessment percentage                         | 50%   |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| Practical exam assessment percentage                     | 50%   |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
|  | 100%  |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |
| <p>Reading Strategy</p>                                  | <p><b>Essential readings</b></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>   |                                   |                       |                 |  |  |                                   |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |                                 |  |                                    |    |                                  |     |                                      |     |  |      |

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|                         | <p><b>Further readings</b><br/> 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 their academic literature.</p> <p><b>Access and skills</b><br/> 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 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.</p> <p><b>Books</b></p> <p>Bass, B. and Riggio, R. (Current Edition) <i>Transformational Leadership</i>. London: Lawrence Erlbaum Associates.</p> <p>Hersey, P. and Blanchard, K.H. (Current Edition) <i>Management of Organisational Behaviour: Utilising Human Resources</i>. Englewood Cliffs: Prentice Hall.</p> <p>Keenan, D. and Riches, S. (Current Edition) <i>Business Law</i>. London, Pearson.</p> <p><b>Journals</b></p> <p>Journal of Business Research</p> <p>International Journal of Voluntary and Non-profit Organizations</p> <p>Sport Management Review</p> <p>Non-profit Management &amp; Leadership</p> <p>Sports Business Management</p> <p>Managing Leisure</p> <p>International Journal of Research in Marketing</p> <p>Qualitative Market Research: An International Journal</p> <p><b>Websites</b></p> <p>British Horseracing Authority: <a href="http://www.britishhorseracing.com/">http://www.britishhorseracing.com/</a></p> <p>The International Federation of Horseracing Authorities: <a href="http://www.horseracingintfed.com">www.horseracingintfed.com</a></p> |

### Part 3: Assessment

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| <b>Assessment Strategy</b> | <p>The oral assessment will allow students to work as a group in order to synthesise a trend analysis into a persuasive and timed verbal presentation in a medium and style of the student's choosing. This will focus student's attention on issues such as time management, discernment between appropriate presentation approaches and creating an argument based on evidence and in-depth review of related existing opinion, welfare and industry operations. The written assessment will enable the students to develop their critical writing skills whilst evaluating key trends and challenges within the global racing industry.</p> <p>Formative feedback relating to the development of presentation and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Seminar sessions will be student discussion led in order to discuss and explore key concepts of the international racing industry.</p> <p>In line with the Institution'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 the VLE.</p> |
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| <b>Identify final assessment component and element</b>                           | <b>Group Oral Presentation</b>                         |            |
| <b>% weighting between components A and B (Standard modules only)</b>            | <b>A:</b>  | <b>B:</b>  |
|  | <b>50%</b>   | <b>50%</b> |
| <b>First Sit</b>   |  |            |
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |            |
| 1. Group Oral Presentation (30 minutes, Individual mark)                         | 100%   |            |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b><br><b>(as % of component)</b> |            |
| 1. Written Assessment (1500 words)   | 100%   |            |

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| <b>Resit (further attendance at taught classes is not required)</b>   |  |  |
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>  | <b>Element weighting</b><br><b>(as % of component)</b> |  |
| 1. Individual Oral Presentation (15 minutes)  | 100%   |  |
| <b>Component B</b><br><b>Description of each element</b>  | <b>Element weighting</b><br><b>(as % of component)</b> |  |
| 1. Written Assessment (1500 words)  | 100%   |  |
| <p>If a student is permitted a retake of the module under the Academic Regulations and Procedures, the assessment will be that indicated by the Module Specification at the time that retake commences.</p> |  |  |