



## Module Specification

Part 1: Basic Data					
Module Title	The Global Racing Industry				
Module Code	UIE V7N-15-1	Level	1	Version	1
Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine		
Department	Equine	Module Type	Standard		
Contributes towards	BSc (Hons) Racehorse Performance and Rehabilitation BSc (Hons) Racehorse Performance and Rehabilitation (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	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the roles of key stakeholders within the racing industry, and assess how these work together to promote racing as a global industry. (A, B)</li> <li>2. Identify governance structures that exist in racing and assess how different regulatory systems are applied around the world. (A)</li> <li>3. Understand the development of the modern racehorse. (B)</li> <li>4. Analyse how racing organisations and stakeholders work together to promote equine and racing staff welfare. (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The global racing industry to: structure, types of racing, breeding, transportation, finding sources, key roles and allied industries.</li> <li>• Key stakeholders within the British racing industry, including but not limited to: British Horseracing Authority, Thoroughbred Breeders Association, Professional Jockey Association, The Jockey Club, Horseracing Betting Levy Board, the Tote</li> <li>• Key stakeholders in the international racing industry.</li> <li>• Governing bodies and regulation of racing including but not limited to: Britain, USA, Europe, Australia, Dubai.</li> <li>• Introduction to the bloodstock industry.</li> <li>• Development of the modern thoroughbred racehorse: breeding strategies and influence of the global bloodstock industry, racehorse types: flat, National hunt, dual purpose, arabs, Standardbreds, global variation, genetic assessment, performance variables</li> <li>• Strategic direction of the racing industry: growth, participation, job roles and continuing professional development, and management of human and equine welfare.</li> </ul>

Teaching and Learning Methods (and contact hours)	A variety of learning strategies will be used to support delivery; these will include lectures and seminars, and industry visits. The integration of industry professionals within lectures and industry visits to different aspects of the racing industry underpin delivery. This approach will enable students to apply theory into real-world contexts and facilitate understanding of the diverse nature of the industry allowing students to gain a true appreciation for how key stakeholders interact to promote racing. In addition, students will be expected to engage in independent learning and complete a range of guided learning activities throughout the course of the module. This independent and guided learning will involve activities designed to support students with the preparation of assessments and developing their subject knowledge via further reading. Teaching and learning will be supported via the VLE.																																			
Key Information Sets Information	<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="475 667 1385 1048"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</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>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</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  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <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="598 1480 1270 1715"> <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					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Reading Strategy	<p><b>Essential reading</b> Core material will be indicated to the student via module guides and dedicated VLE module presence. No requirement for the purchase of set text(s) will be made and students will have full access to library services, online applications and inter-library loans.</p> <p><b>Further reading</b> Students will be encouraged to source reading from a variety of sources including those indicated by the module leader to aid the development of literature searching and facilitate the start of a critical appreciation of the quality of different sources of information. Students should utilise the library catalogue service, a variety of databases, internet sources and lay press publications. Additional resources and interactive activities will be available via the VLE and other online platforms enabling them to be accessed remotely.</p> <p><b>Access and skills</b> 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 and tutorials are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide the Curriculum Approval Committee/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.</p> <p>Books:</p> <p>Bell, J. (Current edition) <i>Social Intelligence: A Practical Guide to Social Intelligence: Communication Skills - Social Skills - Communication Theory - Emotional Intelligence</i>. Current Ed. CreateSpace Independent Publishing</p> <p>Cassidy, R. (Current edition) <i>Horse People: Thoroughbred Culture in Lexington and Newmarket (Animals, History, Culture)</i>, current Ed. John Hopkins University press</p> <p>Cassidy, R. (Current edition) <i>The Sport of Kings: Kinship, Class and Thoroughbred Breeding in Newmarket</i>. Current Ed. Cambridge University Press</p> <p>McGrath, C. (Current edition) <i>Mr Darley's Arabian: High Life, Low Life, Sporting Life: A History of Racing in 25 Horses</i>, Current Ed John Murray. London</p> <p>McManus, P. (Current edition) <i>The Global Horseracing Industry (Routledge Research in Sport, Culture and Society)</i> Current Ed. Routledge</p> <p>Torkildsen, G. (Current edition) <i>Sport &amp; Leisure Management</i>. Routledge</p> <p>Trenberth, L &amp; Hassan, N (2012) <i>Managing the Business of Sport</i>, current Ed Dunmore Press Ltd: London</p> <p>Websites:</p> <p>British Horseracing Authority: <a href="http://www.britishhorseracing.com/">http://www.britishhorseracing.com/</a></p> <p>British Horse Industry Confederation: <a href="http://www.bhic.co.uk/">http://www.bhic.co.uk/</a></p> <p>International Federation of Horseracing Authorities: <a href="http://www.horseracingintfed.com/">http://www.horseracingintfed.com/</a></p> <p>National Thoroughbred Trainers Association: <a href="https://www.ntra.com/">https://www.ntra.com/</a></p> <p>Point to Point UK <a href="https://www.pointtopoint.co.uk/">https://www.pointtopoint.co.uk/</a></p> <p>Racing Australia: <a href="http://www.racingaustralia.horse/">http://www.racingaustralia.horse/</a></p>

	<p>Thoroughbred Breeders Association: <a href="http://www.thetba.co.uk/">http://www.thetba.co.uk/</a></p> <p>Industry Magazines:</p> <p>Racing Ahead</p> <p>Gallop Magazine</p> <p>Thoroughbred Owner and Breeder</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>This module aims to build students' knowledge and understanding of the diverse nature and governance structure of the global racing industry. Developing this will enable them to appraise how different stakeholders interact in practice and will allow students to judge how these stakeholders promote different facets of the industry. Industry visits will facilitate contextualisation of theory into practice and students are encouraged to use these opportunities to question and glean information from industry professionals to support their assessment.</p> <p>Students are required to complete a case study report which will evaluate the development of the modern racehorse and the role of the bloodstock industry and breeding strategies within this. During lectures and seminars students will be provided with opportunities to practice producing summative reports based on allocated racehorse examples and will receive formative tutor feedback on their performance.</p> <p>Students are also required to present an overview of the racing industry for a defined country. Formative opportunities to practice oral presentation skills will occur during prearranged seminar sessions where verbal feedback on performance will be provided by their tutor and their peers.</p> <p>To support students' development, formative opportunities to engage in interactive learning opportunities which test their understanding of the topics covered by the module will also be provided via the module page on the VLE.</p> <p>Students are also encouraged to engage with relevant academic skill development workshops available outside of the module to support personal development.</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>

Identify final assessment component and element	<b>Oral presentation</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Oral presentation (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Case study report (1500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Oral presentation (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Case study report (1500 words)	100%	

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.