



Module Specification

Part 1: Basic Data					
Module Title	Introduction to the Horseracing Industry				
Module Code	UIEV7U-30-1	Level	1	Version	1.1
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 BA (Hons) International Horseracing Business (SW)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements			
Last Major Approval Date	23 February 2017	Valid from	01 September 2017		
Amendment Approval Date	V1.1- 01 March 2018	Revised with effect from	V1.1- 01 September 2018		

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. Describe the size, structure & relationships between organisations operating within the international horseracing industry and outline the diverse range of stakeholders involved. (B) 2. Discuss the historical context of Horseracing and the strategic direction for future development within the industry. (B) 3. Develop an awareness of how a variety commercial business functions are essential to the prosperity of the Horseracing Industry (B) 4. Explore the diversity of career opportunities and associated skills required within Horseracing and allied industries. (A) 5. Communicate professionally & effectively in order to reflect upon current commercial industry practice. (A)
Syllabus Outline	<ul style="list-style-type: none"> • 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. • The history & culture of horseracing • The global racing industry: structure, types of racing, breeding, transportation, finding sources, key roles and allied industries. • Key stakeholders in the international racing industry.

	<ul style="list-style-type: none"> • Governing bodies and regulation of racing including but not limited to: Britain, USA, Europe, Australia, Dubai. • Introduction to the bloodstock industry. • Communication & networking opportunities • Strategic direction of the racing industry: growth, participation, job roles and continuing professional development, and management of human and equine welfare. Career opportunities within the horseracing & allied industries • Horseracing as a collection of diverse commercial opportunities 																				
<p>Teaching and Learning Methods (and contact hours)</p>	<p>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.</p> <p>The taught content will be delivered during the first half of the module in order to give students the underpinning horseracing industry knowledge. Students will then engage with various study trips during the second half of the module in order to experience real life commercial operations across different aspects of the horseracing industry.</p> <p>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.</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="483 1290 1382 1646"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">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 style="text-align: center;">300</td> <td style="text-align: center;">84</td> <td style="text-align: center;">216</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: 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>	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	300	84	216	0	300
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Reading Strategy	<p>Essential reading 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>Further reading 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>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 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 & Leisure Management</i>. Routledge</p> <p>Trenberth, L & Hassan, N (2012) <i>Managing the Business of Sport</i>, current Ed Dunmore Press Ltd: London</p> <p>Websites:</p> <p>British Horseracing Authority: http://www.britishhorseracing.com/</p>																									

	<p>British Horse Industry Confederation: http://www.bhic.co.uk/</p> <p>International Federation of Horseracing Authorities: http://www.horseracingintfed.com/</p> <p>National Thoroughbred Trainers Association: https://www.ntra.com/</p> <p>Point to Point UK https://www.pointtopoint.co.uk/</p> <p>Racing Australia: http://www.racingaustralia.horse/</p> <p>Thoroughbred Breeders Association: http://www.thetba.co.uk/</p> <p>Industry Magazines:</p> <p>Racing Ahead</p> <p>Gallop Magazine</p> <p>Thoroughbred Owner and Breeder</p>
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Part 3: Assessment	
Assessment Strategy	<p>This module aims to build students' knowledge and understanding of the diverse nature and governance structure of the global racing industry. As such, the written assignment will allow students to investigate a current topic from the horseracing industry. This assessment will allow students to develop their academic writing skills and use of literature sources based on a summative approach. 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.</p> <p>The oral presentation will enable students to reflect upon various industry visits in a professional discussion about current commercial practice and career options at the end of the module. As such, students are encouraged to use the industry trips to question and glean information from industry professionals to support their assessment.</p> <p>Formative opportunities to practice oral presentation skills will occur during prearranged seminar sessions where their tutor and their peers will provide verbal feedback on performance.</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	Written Assessment	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual oral presentation (20 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written Assignment (2000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual oral presentation (20 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Written Assignment (2000 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>		