



Module Specification

Part 1: Basic Data					
Module Title	Academic Skills for the Racing Executive				
Module Code	UIEV7T-15-1	Level	1	Version	1
Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Equine Science		
Department	Equine	Module Type	Standard		
Contributes towards	BA (Hons) International Horse Racing Business BA (Hons) International Horse Racing 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		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"> 1 Demonstrate an awareness of the nature of the employment market for business management graduates and the expectations of employers in the commercial horseracing and allied industries (A, B). 2 Manage own workload, synthesise information and implement tasks effectively and with autonomy (A, B). 3 Reflect on own strengths and weaknesses through identification of areas requiring development and utilisation of feedback to aid in the problem solving process (B). 4 Communicate appropriately within written and oral formats through the use of correct business terminology, accurately summarise information, and develop logical arguments (A, B). 5 Formulate techniques in order to effectively sell ones-self (A).
Syllabus Outline	<p>The aim of this module is to foster engagement with the wider horseracing, business and academic community. To also encourage first year students to consider their future employment potential[s] and to begin to develop the skills that will enable them to compete in future job markets.</p> <ul style="list-style-type: none"> • Time management; organisation and planning; goal setting; autonomous learning and self-motivation. • Effective note-taking and revision techniques; reading, writing and thinking skills; developing good study habits. • Recognising and understanding different written styles; general awareness of different learning styles and developing self-awareness of own learning style. • Developing group working skills; being able to work effectively within a team towards the production of a finished outcome; being able to communicate to a group verbally and effectively using a variety of media to impart information.

	<ul style="list-style-type: none"> • Self-assessing, evaluating and reflecting upon own work and also work carried out within a group or team; reflecting on progress and understanding the importance and value of academic feedback. • Awareness of career pathways and training requirements for the equine and allied industries, other professions and business opportunities. • The concepts of marketing oneself, for instance, writing a CV; completing an application form and to begin to demonstrate the ability to use business intelligence in a practical setting. 																									
<p>Teaching and Learning Methods (and contact hours)</p>	<p>The emphasis throughout this module will be on the promotion of independent reflection, organisation and planning. Lecture and seminar session will facilitate this autonomous learning and promote a two-way flow of information between student and the module teaching team that will enable the student to develop self-awareness in a supportive environment. There is an expectation that the student will independently undertake a number of activities that will complement and enhance the teaching and learning opportunities provided, making full use of the Achievement and Success Centre as required.</p> <p>Scheduled learning may also involve tasks set via the VLE to form the basis of practical exercises or for more detailed discussion of topics to be conducted within the lecture. Guest lectures and industry trips may also be utilised in order to ensure that students are up to date with current developments and opportunities within the horseracing and allied industries.</p> <p>There is an expectation that students engage with visits that are offered in addition to sessions as they arise, these may include visits to equine related functions and conferences or visits of/by professional bodies within the horseracing industry.</p> <p>Virtual learning environment (VLE) (or equivalent) 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="483 1346 1382 1697"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="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;">150</td> <td style="text-align: center;">48</td> <td style="text-align: center;">102</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</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					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	48	102	0	150
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Reading Strategy	<p>Further reading Students will be encouraged to read a wide range of different materials that will promote their own development and aid in the acquisition of skills necessary to the successful completion of their first year of study. In addition, students will also be encouraged to engage with their future career potential and to read about their possible career choices. Training on how to retrieve this further reading will be provided within lectures, workshops and tutorials by lecturers and members of the University Learning Centre Staff.</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 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> <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>. CreateSpace Independent Publishing</p> <p>Brink-Budgen, R. (Current Edition) <i>Critical thinking for students: learn the skills of critical assessment and effective argument</i>, How To Books.</p> <p>Cottrell, S. (Current Edition) <i>The study skills handbook</i>, Palgrave Macmillan</p> <p>Cottrell, S. (Current Edition) <i>Critical thinking skills: developing effective analysis and argument</i>, Palgrave Macmillan.</p> <p>Pritchard, A. (Current Edition) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i>. London: SAGE.</p> <p>Websites:</p> <p>The International Federation of Horseracing Authorities: www.horseracingintfed.com</p> <p>British Horseracing Authority: www.britishhorseracing.com</p> <p>Careers in Racing: www.careersinracing.com</p> <p>British Horse Industry Confederation: http://www.bhic.co.uk/</p> <p>Racing Australia: http://www.racingaustralia.horse/</p> <p>Thoroughbred Breeders Association: http://www.thetba.co.uk/</p>																									

Part 3: Assessment

Assessment Strategy	<p>The oral presentation will require the students to reflect on personal development in relation to career aspirations and skill acquisition, allowing the student to assess strengths and weaknesses in their current skill set in order to create a meaningful personal development plan to potential career paths within the racing and allied industries. Being able to sell ones-self is a key skill and as such students will be able utilize time in seminar sessions to develop their presentation style to small and larger groups. Formative feedback will be given by peers and the module team in order to prepare students for the summative oral presentation.</p> <p>The skills portfolio will consist of the submission of a fully completed self-reflective written report, including a reflection upon their oral presentation and as such, the word count will be variable. The portfolio of each student will contain compulsory and optional elements as outlined in the assessment brief. The aim of the portfolio is for the student to reflect upon skills developed throughout the first year of University level study and as such feedback gained from peer and tutor in lecture and seminar sessions will prove pivotal in the final summative submission.</p> <p>The overarching assessment strategy for this module is to encourage individual students to create and develop a portfolio of work that provides the student and potential future employers with evidence that the student has undertaken a wide variety of training and tasks in an autonomous way that encourages a cycle of self-assessment, reflection and development.</p> <p>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 the VLE.</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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Identify final assessment component and element		Skills Portfolio	
% weighting between components A and B (Standard modules only)		A:	B:
		30%	70%
First Sit			
Component A (controlled conditions) Description of each element		Element weighting	
1. Individual presentation (15 minutes)		100%	
Component B Description of each element		Element weighting	
1. Skills portfolio (Equivalent to 2000 words)		100%	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1. Individual presentation (15 minutes)		100%	
Component B Description of each element		Element weighting	
1. Skills portfolio (Equivalent to 2000 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.			