



## Module Specification

Part 1: Basic Data					
Module Title	Personal Industry Development Portfolio				
Module Code	UIEV7W-15-3	Level	3	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 Horseracing Business 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	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"><li>1. Investigate the Labour Market Information in a specific sector of interest and illustrate how this knowledge will enable you to adapt and enhance your personal learning experiences and skills to support career choices / goals. (B)</li><li>2. Critically reflect on the practical application of theory in real world working scenarios. (B)</li><li>3. Critically reflect on the skills, knowledge, and personal attributes required for working within an organisation relevant to their named programme of study. (A)</li><li>4. Refine and critically reflect upon your personal learning needs action plan to address your skills gaps. (A, B)</li></ol>
Syllabus Outline	<ul style="list-style-type: none"><li>• Processes and practices of reflection</li><li>• Creating a powerful reflective portfolio of personal evidence</li><li>• Investigating a range of industry opportunities</li><li>• Developing an effective contacts network</li><li>• Managing your personal brand</li><li>• Individual career appointment</li><li>• Conducting effective interviews in a variety of formats.</li><li>• Working with industry partners &amp; mentors</li><li>• Shaping your portfolio &amp; communication to varied target audiences.</li><li>• Presenting yourself with confidence</li></ul>

Teaching and Learning Methods (and contact hours)	<p>A variety of learning strategies will be utilised including, lectures and seminars, visiting lecturers, site visits, e-learning and industry mentors may also be used to support the student experience. Students will also be encouraged to reflect on their own development areas in order to further develop skills associated with lifelong learning, to support progression to employment or further study. This will include directed study tasks and additional reading.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, industry career case studies and study trips; Classes offer a combination of formal lectures with a variety of participative activities, including case studies, group discussions, industry visits and problem-solving activities. The ethos of the module is based around preparing students for the future and therefore places a high value on exploring self-awareness and evaluating readiness for industry opportunity.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, independent research, career case study preparation, assignment preparation and completion. Students are expected to carry out preparatory work including case studies before class. The learning which emerges will be enhanced by informal group discussion, sharing and group reflection before, during and after formal classes. The preparatory reading and assignment preparation involve private study.</p> <p><b>Virtual learning environment (VLE):</b> this specification is supported by a VLE (Moodle) 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>
Reading Strategy	<p><b>Essential readings</b> 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> <p><b>Further readings</b> 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> 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>Books:</p> <p>Atkinson. I (2012) <i>Business Writing: how to write to engage persuade &amp; sell</i>. London: Pearson.</p> <p>Bass, B. and Riggio, R. (Current Edition) <i>Transformational Leadership</i>. London: Lawrence Erlbaum Associates.</p> <p>Bell. J (2014) <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>Hersey, P. and Blanchard, K.H. (Current Edition) <i>Management of Organisational Behaviour: Utilising Human Resources</i>. Englewood Cliffs: Prentice Hall.</p> <p>Johnson, R. S., Mims-Cox, J. S. and Doyle-Nichols, A (Current Edition). <i>Developing Portfolios in Education – A guide to Reflection, Inquiry and Assessment</i>. London: Sage Publications Inc.</p> <p>Keenan, D. and Riches, S. (Current Edition) <i>Business Law</i>. London, Pearson.</p> <p>Pritchard, A. (Current Edition) <i>Studying and Learning at University: Vital Skills for Success in your Degree</i>. London: SAGE.</p> <p>Trought. F (2012) <i>Brilliant Employability Skills: How to stand out from the crowd in the graduate job market</i>. London: Pearson</p> <p>Journals:</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>Websites:</p> <p>Websites useful to support seminar discussion will be indicated in sessions and on the VLE.</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>Summative assessment centres upon the completion of a portfolio-based collation of personal &amp; professional evidence to support graduate progression to a career or further study. Formative learning will take place through careers and industry interviews and mentoring feeding into the development of the reflective portfolio.</p> <p>The presentation will give opportunity to evaluate labour market information and effectively communicate their plans to enter the graduate market. This offers students the chance to further develop their personal confidence, research &amp; communication skills, in readiness for graduate recruitment cycles. They will discuss and defend their ideas contributing 25% of the module grade.</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>Individual Presentation</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Individual Presentation (20 minutes)	25%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Personal Industry Portfolio (equivalent to 1875 words)	75%	

<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> <b>(as % of component)</b>	
1. Individual Presentation (20 minutes)	25%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Personal Industry Portfolio (equivalent to 1875 words)	75%	

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.