

Module Specification

Part 1: Identification					
Module Title	Skills Development for Equine Business Management				
Module Code	HEQXNM-15-4	Level	4	Version	1.1
Department	Equine	Credit Rating	15	ECTS Credit Rating	7.5
Contributes towards	BA (Hons) Equine Business Management				
Pre-requisites	None	Module Type	Standard		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	V1.0 1 st September 2017	Valid from	1 st September 2018		
Amendment Approval Date	V1.1 31 August 2018	Revised with effect from	V1.1 01 September 2018		

Part 2: Learning and Teaching	
Learning Outcomes	<p>This module will provide the students with the knowledge and skills to be able to consider their own personal development and career planning within the context of their degree programme. It will promote the acquisition of fundamental skills that are generic to degree level education and specific to the successful completion of an applied business management degree programme. It will provide an environment in which individual competencies can be evaluated and reflected upon in order to aid independent development within what may be considered a build-up year.</p> <p>On the successful completion of this module, students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1 Knowledge and understanding on how to access and use the standard library resources and the electronic resources in order to research specific topics that are studied on this programme and research into potential careers in the equine and other industries for an applied business management student (B). 2 An understanding of the nature of the employment market for applied business management graduates and the expectations of employers in the equine and other industries (B). 3 An ability to act autonomously in planning and managing tasks with limited guidance, be able to identify resource, independently reflect on their own learning and seek and utilise feedback effectively (A, B). 4 An ability to describe and evaluate their own strengths and weaknesses within the context of their own learning development; identify areas that need to be developed and use feedback and their own reflection to aid in the problem solving process (B).

	<p>5 An ability to communicate within a written and oral format; use business terminology correctly; read and summarise information and arguments accurately (A, B).</p> <p>6 An ability to exchange word processed documents as attachments by email and to submit electronic documentation in an appropriate form for inclusion within a portfolio (B).</p> <p>In addition the educational experience may explore, develop, and practice but not formally discretely assess the following:</p> <p>1 It is expected that students will practice or acquire a number of IT related skills within the context of library and/or careers based research and using IT equipment.</p> <p>2 An ability to work within a group environment; learn how to act as a team member; organise and manage the group's time effectively in order to meet deadlines and reflect upon their own performance within group tasks.</p>
Syllabus Outline	<p>The aim of this module is to foster engagement with student studies on the undergraduate programme and with the wider equine, 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> <p>Students will be introduced to a number of ways in which they may explore the wide variety of potential futures that completion of their degree will make available to them; to aid students in assessing, reflecting on and developing their academic, personal and inter-personal skills and to provide an understanding of the progression through their degree programme and the outcomes required to graduate with a good honours degree. Students will also cover basic personal and business finance to underpin their learning in the level one and two finance modules.</p> <p>Delivered via lectures, workshops and independent study, the following will be addressed throughout the module:</p> <p>1 Time management; organisation and planning; goal setting; autonomous learning and self motivation.</p> <p>2 Developing effective note-taking and revision techniques; reading, writing and thinking skills; developing good study habits; avoiding unintentional plagiarism; understanding the role and use of assessment rubric and marking criteria; using the learning resource centre; basic research techniques and using electronic resources.</p> <p>3 Recognising and understanding different written styles; general awareness of different learning styles and developing self awareness of own learning style.</p> <p>4 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.</p> <p>5 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.</p> <p>6 Application of knowledge gained in other modules and skills from this modules to the context of equestrian facility design and management.</p> <p>7 Knowledge and understanding career pathways and training requirements for the equine industry, other professions and business opportunities.</p> <p>8 The benefit of being able to use a variety of media and electronic resources in order to maintain and demonstrate awareness of current issues that have implications or significance within potential future careers.</p> <p>9 To gain research based knowledge of possible alternative career pathways for those not wishing to work within an equine setting, enabling rational and informed decision making in relation to academic study or postgraduate qualifications; in gaining practical knowledge of a chosen field to aid decision making.</p>

	<p>10 To gain a basic understanding of 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.</p> <p>It is anticipated that the acquisition of study skills will aid and support students within all of their first year modules and that focusing on potential careers will encourage students to engage with the various career pathways open to them, as future graduates, and to begin to plan and/or acquire practical experiences that will ensure greater success within their chosen career path.</p> <p>It is not necessarily envisaged that every topic within the syllabus will be covered in equal depth during any one academic year. The requirements of the individual cohort will be considered and areas with topical significance may be developed in greater depth, with other areas being covered to a lesser extent.</p>
Teaching and Learning Methods (and contact hours)	<p>The emphasis throughout this module will be on the promotion of independent thought, organisation and planning. A framework will be provided to the student, in the form of lectures and workshops that will facilitate this autonomous learning and promote a two way flow of information between student and workshop leader that will enable the student to develop in an atmosphere of friendly critical awareness. 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.</p> <p>Lectures</p> <p>In most cases there will be no expectation of preliminary work; however, students may be given directed preliminary reading from recommended texts. Material may be also given out in advance so as to provide the basis for practical exercises or for more detailed discussion of topics to be conducted within the lecture. It is anticipated that a range of guest speakers will be utilised within the lecture programme in order to provide alternative viewpoints and/or specialist knowledge. This may include but not be limited to: librarians, careers consultants, academic support, employers, volunteering organisations, student advisors, and colleagues representing the wide variety of volunteering opportunities within the college.</p> <p>Seminars</p> <p>Generally, students will be directed towards preliminary reading from the recommended textbook in advance of the session. Time within the workshops will usually be directed towards the completion of tasks for inclusion within the portfolio or tasks that will aid in personal development. Tasks will be set according to group or individual need and will be facilitated by a workshop leader.</p> <p>Visits</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 industry.</p> <p>Library sessions</p> <p>Delivered via study sessions, workshops and self-directed learning. Students are expected to attend library sessions related to their first year study experience. They will also be expected to identify gaps within their research and/or library skills, and to attend relevant library workshops or undertake self-directed learning to remedy this deficit. Workshops are run regularly to cover topics including: referencing using the Harvard System. Information about when the workshops will occur is available on the library web pages and the virtual learning environment (VLE).</p>
Unistats Information	<p>HEFCE require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These 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>

	Expected learning hours for the module:																																																																		
	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	36	114	0	150	✓																																																													
The table below indicates as a percentage the total assessment of the module which constitutes a -																																																																			
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																																																																			
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:																																																																			
<table><tr><td colspan="5">Total assessment of the module:</td><td></td><td></td><td></td><td></td></tr><tr><td colspan="5"></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="5">Written exam assessment percentage</td><td colspan="5">0%</td></tr><tr><td colspan="5">Coursework assessment percentage</td><td colspan="5">70%</td></tr><tr><td colspan="5">Practical exam assessment percentage</td><td colspan="5">30%</td></tr><tr><td colspan="5"></td><td colspan="5">100%</td></tr></table>										Total assessment of the module:																		Written exam assessment percentage					0%					Coursework assessment percentage					70%					Practical exam assessment percentage					30%										100%				
Total assessment of the module:																																																																			
Written exam assessment percentage					0%																																																														
Coursework assessment percentage					70%																																																														
Practical exam assessment percentage					30%																																																														
					100%																																																														
Reading Strategy	Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. 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 catalogue, 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 the academic literature and wider professional sources. 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.																																																																		
Indicative Reading List	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. <ul style="list-style-type: none">Brink-Budgen, R (Current Edition) <i>Critical thinking for students: learn the skills of critical assessment and effective argument</i>, How To Books.Cottrell, S (Current Edition) <i>The study skills handbook</i>, Palgrave MacmillanCottrell, S (Current Edition) <i>Critical thinking skills: developing effective analysis and argument</i>, Palgrave Macmillan.																																																																		

Part 3: Assessment	
Assessment Strategy	<p>Component A will be an oral presentation on a topic related to the equine industry and career paths that are available within and outside this industry. Delivering a presentation as the first formal point of assessment is felt to be appropriate for these degree students to underpin their development as a higher education student and as an individual. It is recommended that these may be completed at the end of the first semester before other oral examinations take place so students may use the feedback from this oral presentation to improve the work for other modules on their programme.</p> <p>Component B will consist of the submission of a fully completed portfolio. The portfolio of each student will contain three 'essential' elements and five out of the 'core' elements which will be augmented by a variety of 'additional' elements that demonstrate the student's ability to successfully meet the learning outcomes of this module.</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 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	Graduate portfolio	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A Description of each element	Element weighting (as % of component)	
1 Individual presentation (10 minutes).	100%	
Component B Description of each element	Element weighting (as % of component)	
1 Graduate portfolio (equivalent to 2000 words).	100%	

Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting (as % of component)
1. Individual presentation (10 minutes).	100%
Component B Description of each element	Element weighting (as % of component)
1. Graduate portfolio (equivalent to 2000 words).	100%
If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.	

Module Amendment Log

Module Title:	Skills Development for Equine Business Management
Module Code:	HEQXNM-15-4
Initial Approval Date:	01 September 2017

Changes: *Most recent at the top of the page*

Current version number: v.1.0	
Outline Change Details: Adopting new naming system for programmes	
Material Alteration: No	
Rationale: To reflect the Hartpury Academic Regulations	
Change requested by: Academic Registrar	
Signature: 	Date: 01 August 2018
Approval Committee and Date:	Curriculum Validation Committee 2018 08 31
Change approved with effect from:	01 September 2018
Resulting new version number:	v.1.1