




Module Specification

Part 1: Identification					
Module Title	Business Management for the Equine Industry				
Module Code	HEQV4J-15-6	Level	6	Version	1.1
Department	Equine	Credit Rating	15	ECTS Credit Rating	7.5
Contributes towards	BA (Hons) Equine Business Management BSc (Hons) Equine Management (Top-up)				
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>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically appraise the structure of the equine industry in the UK in comparison to other countries and the wider sporting industry. (A) 2. Critique the role and scope of governing bodies and other industry-relevant organisations in relation to the distribution of power. (A) 3. Utilise business theory to critically evaluate the performance of businesses within the UK equine industry. (A) 4. Independently interpret industry literature and statistics in order to present findings to justify proposed methods to improve business performance within the UK equine industry. (A)
Syllabus Outline	<p>This module focuses on the application of the theoretical aspects of various business models used within the equine industry, exploring the individual disciplines and governing bodies in relation to the wider sporting industry.</p> <ul style="list-style-type: none"> • The equine industry: structure of the industry; core and ancillary trades; distribution of power; identification of governing bodies • Business opportunities: analysis of the business environment within the equine industry; career progression; small business start up • Business theory: application of human resource management; marketing; finance; strategy and policy within the equine industry

Teaching and Learning Methods (and contact hours)	<p>A variety of learning strategies will be adopted including scheduled learning, where students will receive theoretical underpinning knowledge and will develop skills to apply theory into practise.</p> <p>It is expected that for every hour a student spends within a delivered session (lectures, seminars and practicals) students will spend at least twice this amount of time on independent learning. Independent learning is an essential component of degree level study and students will not be able to complete the module successfully without undertaking the required amount of independent learning.</p> <p>Scheduled learning includes lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in a laboratory and guest speakers.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p>Virtual learning environment (VLE): 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>																																																																								
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> <table><tr><td colspan="5">Expected learning hours for the module:</td><td></td></tr><tr><td colspan="5"></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td><td></td></tr><tr><td colspan="5"></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td><td></td></tr><tr><td colspan="5"></td><td></td></tr></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> <table><tr><td colspan="4">Total assessment of the module:</td><td></td></tr><tr><td colspan="4"></td><td></td></tr><tr><td colspan="4">Written exam assessment percentage</td><td>100%</td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>0%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td><td>0%</td></tr><tr><td colspan="4"></td><td>100%</td></tr></table>	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								Total assessment of the module:										Written exam assessment percentage				100%	Coursework assessment percentage				0%	Practical exam assessment percentage				0%					100%
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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.																																																																								

	<p>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.</p> <p>Access and skills</p> <p>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 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>Bass, B. and Riggio, R. (Current Edition) <i>Transformational Leadership</i>. London: Lawrence Erlbaum Associates.</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>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 & 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>British Horse Industry Confederation http://www.bhic.co.uk/</p> <p>British Equestrian Federation www.bef.co.uk</p> <p>The British Horse Society www.bhs.org.uk</p> <p>LANTRA http://www.lantra.co.uk/Equine/</p>

Part 3: Assessment	
Assessment Strategy	<p>The open book case study examination of 2.5 hours will allow students to apply their research and knowledge of a given case study to various scenarios. It will also allow the student to explore the wider contexts of industry or other sports through critiquing available literature and industry statistics.</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	Open Book Case Study Examination	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Open Book Case Study Examination (2.5 hours)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Open Book Case Study Examination (2.5 hours)	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:	Business Management for the Equine Industry
Module Code:	HEQV4J-15-6
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