

Module Title: Workplace Enquiry in the Equine Sector	Level: 5 (HE. 2)	Credit Value: 30
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Module code: SPT 542	Semester(s) in which to be offered: 3 & 4	With effect from: Sept 09
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Existing/New: New	Title of module being replaced (if any):
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Originating Subject: Sport & Exercise Sciences	Module Leader: Tamsin Young
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Module duration (contact hours/directed/directed private study): 300 (60/140 /100)	Status: core/option/elective (identify programme where appropriate): Core: FdSc Equestrian Psychology
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	Nil
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Programme(s) in which to be offered: FdSc Equestrian Psychology	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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<p>Module Aims:</p> <p><i>This module aims to:</i></p> <ol style="list-style-type: none"> 1. Give students, through practice-based enquiry, the opportunity to further their own professional and academic development. 2. Critical thinking and problem-solving skills within an applied context. 3. Provide a forum for students to share their learning experiences with their peers.
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Expected Learning Outcomes:

On completion of this module, students will be able to:

Knowledge and Understanding

1. Critically assess key issues within an equine organisation.
2. Make recommendations for improvement which draws on relevant theory and practice.
3. Reflect on the development of key transferable skills within a workplace setting.

Transferable/Key Skills and other attributes:

Teamwork, co-operation, questioning, and critical analysis of information and comment, self-evaluation and reflection. Professional reflective practices. Self-reliance, independent working.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework or project) and the weighting of each (%).

100% COURSEWORK

Assessment	Learning outcome to be met	Type of assessment	Weighting	Duration (if exam)	Word count
Assessment One:	1	Group consultancy presentation	50%		3,000 word-equivalent
Assessment Two:	2	Reflective journal	50%		2,500 words

Brief Description of Indicative Assessment

Group consultancy Presentation	Working in small groups, the students will act as 'consultants' to investigate a given current issue / problem in a local equine organisation. They will be issued with a consultancy brief and set a collective deadline for the workplace enquiry. The group will critically assess the key issues (Learning outcome 1) and present findings, which will include recommendations for improvement (learning outcome 2), to the host organisation and the Module Leader.
Viva and portfolio of evidence	Students will produce a reflective journal during work experience in which they critically reflect on the development of key transferable skills within the workplace setting. (Learning outcome 3)

Learning and Teaching Strategies:

There will be a range of learning forums that will include: lectures, seminars and tutorials. Use will be made of case study material, with site visits and guest speakers used to set the scene for the workplace enquiry study. The module will include a significant amount of off-campus work within an equine organisation. This approach will allow students to learn from ongoing, meaningful and active involvement in a specific work environment. Regular action sets, small-group tutorials and site visits will be used to support the learning experience.

Examples of the workplace enquiry investigation could include:

- how the organisation balances the welfare needs of the horse whilst considering commercial implications e.g. stabling, transportation, feeding, exercise, companionship
- implementing the new UKCC standards within a riding school
- the implementation of holistic training approaches
- evaluation of a change to working practices e.g. different training methods
- preparation techniques for the competition rider
- approaches to improve the interface between the rider and the horse

Syllabus outline:

- The role of the consultant.
- Professional practice – what is it and how do they do it?
- The process of problem-solving.
- Project and time management.
- Working in teams. Managing conflict.
- Developing and maintaining professional relationships.
- Presenting a persuasive case that is realistic, practical and encompasses good business practice.
- Giving feedback, constructively and objectively, to the key stakeholders.
- Viva – what is it, how do I prepare and how am I assessed?
- Building a portfolio.
- Use of theory to inform practice / recommendations.

Bibliography:Essential reading:

Belbin, R. M. (2000). *Team roles at work*. Oxford: Butterworth-Heinemann.

Cottrell, S. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave Study Guides.

Tuckman, B.W. (1965). Developmental sequences in small groups. *Psychological Bulletin*, 63, 384-399.

Recommended reading:

The exact nature of the reading will be dependent upon the workplace enquiry topic.