Module Descriptor

Title	Event Strategy And Policy		
Session	2026/27	**Status**	Approved
Code	TOUR10013	**SCQF Level**	10
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Business and Creative Industries**		
Module Co-ordinator	Kalyan Bhandari		

Summary of Module

This module examines the political and strategic environment in which the events industry exists. Students will be asked to consider the growing importance of events to national and civic development and the legacy of event led regeneration strategies.

Students will explore the role of events in destination branding and give consideration to how such strategies are employed across the globe.

Students will be expected to develop a full understanding of the role of stakeholders in event led development strategies and to consider how sustainable event strategies are managed.

- Gain critical understanding of the historic rationale for the development of contemporary event policy/strategy
- Acquire critical understanding of the impacts of events on contemporary event policies
- Develop critical understanding of the legacies of events policies and strategy
- Develop critical understanding of global applications of event policy and strategy formations

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically examine the historic rationale underpinning the development of contemporary event policy and strategy.
L2	Critically discuss the impacts of contemporary event policies and strategy
L3	Critically discuss the legacies of event policies and strategy.
L4	Demonstrate a critical appreciation of global applications of event policy and strategy formations
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Demonstrate a critical understanding of the principal theories, concepts and principles in relation to event impacts and legacies. Develop a critical understanding of the stakeholders and strategic frameworks influencing the events sector. Demonstrate a critical understanding of the role of events in destination development
Practice: Applied Knowledge and Understanding	**SCQF 10** Identify and critically review the application a selection of principal strategies related to event led development. Critically examine related event legacy issues in past and upcoming events. Investigate event legacy and development policies of several event related organisations.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex/professional problems and issues in relation to event led development strategy. Critically review and consolidate knowledge, skills, practices and thinking in relation to event led development strategies.
Communication, ICT and Numeracy Skills	**SCQF 10** Present or convey, formally and informally, information about specialised topics to informed audiences.

	Communicate with peers, senior colleagues and specialists on a professional level. Use a range of ICT applications to support and enhance work
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in class and module study activities in so far as they relate to event impact/legacy analysis. Work both individually and in groups in practical tutorial based activities

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	84
Independent Study	180
Please select	
Please select	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Foley, M., McGillivray, D. and McPherson, G. (2012) Event Policy: From a Theory to Strategy, London: Routledge Richards, G. and Palmer, R. (2011) Eventful Cities, Oxford: Butterworth-Heinemann Smith, A (2013) Events and Urban Regeneration, London: Routledge
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, attendance is expected and communicated in attendance if you will not be in your timetabled classes. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Marketing, Innovation, Tourism Events**
Overall Assessment Results	☐ **Graded**
Module Eligible for Compensation	☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MITE
Moderator	Jenny Flinn
External Examiner	Natalie Semley
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study Report
Assessment 2

Presentation
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study Report	☐	☒	☒	☒	☐	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☐	☐	☐	☐	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Assessment type swapped (report is now Assessment 1) to align with less written assessments due at the disseration submission deadline	March 2025	B. Sharp