

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Critical Event Studies</b>			
<b>Code: TOUR11007</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Adam Talbot		
<b>Summary of Module</b>			
<p>This module examines a range of critical concepts in the field of events management. Students will be exposed to a series of themes, underpinned by a variety of socio-cultural theories and perspectives in order to develop a critical understanding of issues influencing the production, consumption and regulation of a range of events.</p> <p>Students will examine a range of issues including a history of events and festivity, notions of identity and consumption, globalisation and power and the opportunity to use events as a site of escape but also social constraint. Students will consider the impact of technology and analyse how events impact on a variety of communities.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

<b>Learning Outcomes: (maximum of 5 statements)</b> <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b> At the end of this module the student will be able to:	
L1	Demonstrate a critical understanding of the historic context leading to the emergence of a critical event studies terrain.
L2	Critically analyse a range of event contexts from a range of theoretical and conceptual perspectives.
L3	Demonstrate an ability to critically review practice within the events sector based upon an understanding of the critical event studies terrain.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 11</b> Demonstrate a critical understanding of the core theories, principles and concepts relating to critical event studies.
Practice: Applied Knowledge and Understanding	<b>SCQF Level 11</b> Apply knowledge in order to critically analyse a series of contemporary event case studies.
Generic Cognitive skills	<b>SCQF Level 11</b> Identify, conceptualise and define abstract problems and issues pertaining to the consumption of events and be able to develop original and creative responses to these problems and issues.
Communication, ICT and Numeracy Skills	<b>SCQF Level 11</b> Collect, interpret and report complex data pertaining to the events industry and use a range of advanced and specialised skills as appropriate to communicate them to a range of audiences with different levels of knowledge/expertise.
Autonomy, Accountability and Working with others	<b>SCQF Level 11</b> Take responsibility for ones' own work and demonstrate leadership in making an identifiable contribution to the field of critical event studies
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:
	<b>Module Code:</b>
	<b>Module Title:</b>
<b>Other:</b>	

<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>
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\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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	48
Independent Study	116
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Robinson, P., McPherson, G., Finkel, R. and McGillivray, D., (2013), Research Themes for Events, CABI

Andrews, H and Leopold, T, (2012), Events and the Social Sciences, Routledge

Rojek, C, (2012) Event Power: How Global Events Manage and Manipulate, Sage

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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:

Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

### 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](#).

Students will be encouraged to consider a broad range of theories, particularly including feminist and post-colonial critiques and apply these to a range of events. Students will be encouraged to bring their own experiences to the material and use examples from their own country in assessment.

(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

<b>Divisional Programme Board</b>	Marketing, Innovation, Tourism and Events
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<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	BCI
<b>Moderator</b>	Jenny Flinn
<b>External Examiner</b>	Amanda Miller
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). <b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b> Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 – Portfolio (100%)
Assessment 2
Assessment 3
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation	x	x	x			100	36

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report							

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**