

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: The Future of Events			
Code: TOUR11009	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Jenny Flinn		
Summary of Module			
<p>The purpose of this module is to examine the impact of external environmental factors on the events industry and explore how to ensure its future survival, with a particular focus on the use of digital technology. The module will begin by examining the impact of external environmental challenges upon the events industry and exploring the various ways in which different types and genre of events around the world have sought to reimagine their offerings to ensure their and future survival and ongoing sustainability. The module will then consider the wider policy perspectives and operational challenges of delivering events in a vastly changed environment.</p> <p>Once an understanding of the current external environment has been gained, the module will examine the potential opportunities afforded in relation to the digital dimension of events, exploring the various ways in which transformational technology can be used to support and enhance the event experience. Finally, the module will consider the future of events and how event professionals and organisations can utilise digital technology to ensure their longevity in an ever-changing environment.</p>			

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

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Develop a critical appreciation of the external (environmental, economic and social) factors currently impacting the global events industry
L2	Critically analyse the governmental policies and operational challenges influencing the development and delivery of events
L3	Develop a critical understanding of the importance of digital and transformational technology and the techniques needed for use in the events industry
L4	Critically explore the ways in which digital technology can be applied to ensure future survival and development of the events industry in a hybrid environment
L5	Click or tap here to enter text.

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 Level 11 Demonstrate a critical understanding of the external factors currently impacting the global events industry and demonstrate a critical awareness of potential issues which may influence the future of the events industry.
Practice: Applied Knowledge and Understanding	SCQF Level 11 Apply knowledge and use the necessary skills to identify the practices that will influence the future development of the events industry undertaking research that will capture the complexities of the area and demonstrate creativity in the solution of future issues
Generic Cognitive skills	SCQF Level 11 Critically analyse and evaluate governmental policies and the operational challenges of delivering events in the current environment and develop creative and original responses to ensure the future viability of the events industry.

Communication, ICT and Numeracy Skills	SCQF Level 11 Collect, interpret and report complex data pertaining to the role and application of digital and transformational technology in the future of the events industry and communication these using appropriate methods to a range of audiences and stakeholders with different levels of expertise and knowledge.	
Autonomy, Accountability and Working with others	SCQF Level 11 Take responsibility for ones' own work and demonstrate leadership in making an identifiable contribution to ensuring the future viability of the events industry.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (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	12
Asynchronous Class Activity	48
Independent Study	128
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Martelli A. (2014) *Models of Scenario Building and Planning: Facing Uncertainty and Complexity*. Basingstoke: Palgrave-MacMillan.

Solis, B. (2013) *WTF?: What's the Future of Business?: Changing the Way Businesses Create Experiences*. Oxon: John Wiley & Sons.

Yeoman, I., Robertson, M., McMahon-Beattie, U., Backer, E., Smith, K. (2014) *The Future of Events & Festivals*. London: Routledge.

Ziakas, V., Antchak, V., & Getz, D. (Eds) (2021) *Crisis Management and Recovery for Events: impacts and strategies*. Goodfellow.

Click or tap here to enter text.

Click or tap here to enter text.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 and Events
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism and Events
Moderator	Sandro Carnicelli
External Examiner	N Semley
Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

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).

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.

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. [Click or tap here to enter text.](#)

Assessment 1 – **Written Portfolio (50%)**

Assessment 2 – **Presentation (50%)**

Assessment 3 – **Free Text**

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Portfolio	x	x					6

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetable Contact Hours
Presentation			x	x			6

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

Change Control:

What	When	Who
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)