Module Descriptor

Title	The Future Of Events		
Session	2026/27	**Status**	
Code	TOUR11009	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Jenny Flinn		

Summary of Module

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.

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.

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

	☐ Dumfries		☐ London ☐ 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	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	

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 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 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 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 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 11**

	Take responsibility for ones' own work and demonstrate leadership in making an identifiable contribution to ensuring the future viability of the events industry.

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	12
Asynchronous Class Activity	48
Independent Study	128
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brown. T. & Drakeley, C. (Eds) (2023) Virtual Events Management: theory and methods for events management and tourism. Oxford: Goodfellow Publishers Limited. 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.
(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, there is a high degree of student-led flexibility. 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	☒ **YNo** **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	Sandro Carnicelli
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
Written Portfolio (50%)
Assessment 2

Presentation (50%)
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**
Written Portfolio	☒	☒	☐	☐	☐	50%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☐	☒	☒	☐	50%	

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**