

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: Discovering Live Events</b>			
<b>Code: TOUR07006</b>	<b>SCQF Level: 7 (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>	Jenny Flinn		

**Summary of Module**

The module provides an introduction to events and event management. It firstly defines the nature and scope of the event industry; classification; types and characteristics of events; explains the creation of events - design; objectives and motivation and begins to explain why some events are more successful than others. The module examines the environment in which events take place and develop: place/venues; private /public/voluntary sector. It touches on issues of government policy, opportunities and barriers to event development; funding, support and sponsorship. The media and political issues are also introduced.

This module provides an introduction to the activities involved in event production; managing events in addition to identification and development of the skills required of an effective event manager. Students will be encouraged to engage in a practical activity in the events sector which may include organising a live event with other students or some practical experience through volunteering. This will enable the application of theory in a practical events management context while reflecting on their own skills, knowledge and experience. The topics covered will enable students to:

- Define the nature, scope and environment of the events industry.
- Demonstrate a knowledge of the activities in the design, planning and implementation of events.
- Evaluate the success of a live event by engaging with practical experience within an event setting.

**Module Delivery Method**

<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"/>

**See Guidance Note for details.**

**Campus(es) for Module Delivery**

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

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

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	Analyse the environment within which events occur
L2	Describe and assess the nature and scope of events management
L3	Demonstrate a range of event management principles in a practical events context
L4	Analyse and reflect on the skills and characteristics required for effective events operation
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 <b>7</b> Demonstrate knowledge of the scope and defining features of the external environment surrounding events Demonstrate knowledge of the nature of events management
Practice: Applied Knowledge and Understanding	SCQF Level <b>7</b> Use basic and routine event management related skills, techniques and practices in the engagement with personal and public events.
Generic Cognitive skills	SCQF Level <b>7</b> Present and evaluate routine event management related information and ideas. Use various approaches to address well defined mainstream event management challenges and issues.

Communication, ICT and Numeracy Skills	<b>SCQF Level 7</b> Use standard applications, for example Microsoft Office applications to process and obtain a range of event management related information and data. Convey event related ideas and concepts in a well-structured, coherent form.	
Autonomy, Accountability and Working with others	<b>SCQF Level 7</b> Exercise some initiative and independence in carrying out the application of basic event management techniques Work with others in the preparation of a report analysing an event from several perspectives.	
<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>

\*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	12
Laboratory/Practical Demonstration/Workshop	12
Independent Study	164
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>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bladen, C. Kennell J., Abson, E., and Wilde, N., (2017), Events Management – An Introduction(2Ed), Routledge, ISBN-10: 1138907057 also available as ebook.</p> <p>Shone, A. &amp; Parry, B., (2013) Successful event management: a practical handbook 4th Edition, Andover, Cengage Learning.</p> <p>Other sources:</p> <p>Bowdin, G., Allen, J., O'Toole, W., Harris, R., and McDonnell, I. (2010) Events Management. London: Butherworth-Heinemann.</p> <p>Page, S. and Getz, D. (2016), Event Studies: Theory, research and policy for planned events (Events Management) 3 Ed, Routledge, ISBN-10: 1138899151</p> <p>EventScotland Practical Guide</p> <p>The Purple Guide</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

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

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

### 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 – Class Test (20%)
Assessment 2 – Individual Report (80%)
Assessment 3 –
(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.)

**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>
Class Test	x	x				20	12

<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			x	x		80	24

<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)