

## University of the West of Scotland

### Module Descriptor

**Session: 2024-25**

<b>Title of Module: Eventful Places</b>			
<b>Code: TOUR09034</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Jacqui Greener		
<b>Summary of Module</b>			
<p>This module introduces students to the notion of eventful destinations and spaces. First, the module examines the way in which events play a key role in the development of destination marketing strategies across many sectors including business, marketing, and tourism. The students will then gain awareness of how places (physical, virtual and hybrid) are utilised for events by examining the scope and possibilities that resonate with current trends in contemporary culture. By the end of this module students will have gained a critical understanding of strategic elements employed within eventful places to meet the needs of stakeholders, they will appreciate the role events play in destination branding and development and be able to identify the wide range of industries involved in creating and maintaining eventful places.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for an integrated approach to the planning, development, and marketing of a destination</li> <li>• Identify the role of eventful places in economic, social, and cultural development</li> <li>• Analyse the use of events across the public, private and third sector in creating places and spaces</li> </ul>			

<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 checked="" 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>
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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		Term 2	x	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	Understanding and appreciate the key elements involved in developing and managing an event destination
L2	Critically evaluate and analyse the role events play for destinations economically, socially and culturally
L3	Apply knowledge to demonstrate how academic theory can support industry trends in producing contemporary event destinations and venues.
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)	<p>SCQF Level <b>9</b></p> <p>Demonstrate a broad knowledge of the scope, main areas and boundaries of event destination development, management, marketing and sustainability.</p> <p>Demonstrate a critical understanding of the theory and practice relating to managing eventful places.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>9</b></p> <p>Identify and review the application of a range of destination management techniques in an eventful places context</p> <p>Formulate a course of action based on information gathered and analysed/interpreted</p>
Generic Cognitive skills	SCQF Level <b>9</b>

	<p>Demonstrate critical analysis and interpretation of event destinations, places and spaces.</p> <p>Investigate academic and applied event management and destination management research material.</p>	
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 9</b></p> <p>Use a variety of electronic and other sources of information to gather research material on event destinations, venues, spaces and places.</p> <p>Convey research information, findings and proposed courses of action to an audience in a clear and accessible manner.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 9</b></p> <p>Working both individually and in groups in order to prepare research information and coursework – thus the individual is accountable to the group for work undertaken.</p> <p>Taking a leadership/managerial role as appropriate.</p>	
<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>

### Learning and Teaching

The current position is that 10 hours per credit point is the accepted working norm – thus for a 20 point module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a term, this should equate to a maximum of 36 scheduled contact hours.

Note that the categorisation of the learning activities has been removed i.e. Scheduled, Placement and Independent will no longer appear beside the activities.

<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
<b>Lecture/Core Content Delivery</b>	18

<b>Tutorial/Synchronous Support Activity</b>	24
<b>Asynchronous Class Activity</b>	24
<b>Independent Study</b>	134
	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>Morrison, A.M., 2013. Marketing and managing tourism destinations. Routledge.</p> <p>Getz, D., 2013. Event tourism: concepts, international case studies, and research. Cognizant Communication Corporation.</p> <p>Smith, A., 2012. Events and urban regeneration: The strategic use of events to revitalise cities. Routledge</p> <p>Richards, G. and Palmer, R., 2012. Eventful cities. Routledge</p>	
<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)</p>	

### Attendance Requirements

In line with the Student Attendance and Engagement Procedure 2023/24: 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.

Please refer to the Student Attendance and Engagement Procedure at the following link: [Student Attendance and Engagement Procedure](#)

### Equality and Diversity

#### [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>	Marketing, Innovation, Tourism and Events
<b>Moderator</b>	Briony Sharp
<b>External Examiner</b>	
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

### 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.

Group Presentation 30%

Individual Written Assignment 70%

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

<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>Weighting (% of Assessment Element)</b>	<b>Timetabled Contact Hours</b>
Group Presentation	x			30	
<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>Weighting (% of Assessment Element)</b>	<b>Timetabled Contact Hours</b>
Individual Written Assignment		x	x	70	