Session: 2023/24

Title of Module: Event Strategy and Policy			
Code: TOUR10013	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Adam Talbot		

Summary of Module

This module examines the political and strategic environment in which the events industry exists. Students will be asked to consider the growing importance of events to national and civic development and the legacy of event led regeneration strategies.

Students will explore the role of events in destination branding and give consideration to how such strategies are employed across the globe.

Students will be expected to develop a full understanding of the role of stakeholders in event led development strategies and to consider how sustainable event strategies are managed.

- Gain critical understanding of the historic rationale for the development of contemporary event policy/strategy
- Acquire critical understanding of the impacts of events on contemporary event policies
- Develop critical understanding of the legacies of events policies and strategy
- Develop critical understanding of global applications of event policy and strategy formations

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

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	Critically examine the historic rationale underpinning the development of contemporary event policy and strategy.
L2	Critically discuss the impacts of contemporary event policies and strategy.
L3	Critically discuss the legacies of event policies and strategy.
L4	Demonstrate a critical appreciation of global applications of event policy and strategy formations.
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 **10** Demonstrate a critical understanding of the principal theories, concepts and principles in relation to event impacts and legacies. Develop a critical understanding of the stakeholders and strategic frameworks influencing the events sector. Demonstrate a critical understanding of the role of events in destination development.

Practice: Applied Knowledge and Understanding	SCQF Level **10** Identify and critically review the application a selection of principal strategies related to event led development. Critically examine related event legacy issues in past and upcoming events. Investigate event legacy and development policies of several event related organisations.
Generic Cognitive skills	SCQF Level **10** Critically identify, define, conceptualise and analyse complex/professional problems and issues in relation to event led development strategy. Critically review and consolidate knowledge, skills, practices and thinking in relation to event led development strategies.
Communication, ICT and Numeracy Skills	SCQF Level **10** Present or convey, formally and informally, information about specialised topics to informed audiences. Communicate with peers, senior colleagues and specialists on a professional level. Use a range of ICT applications to support and enhance work
Autonomy, Accountability and Working with others	SCQF Level **10** Exercise autonomy and initiative in class and module study activities in so far as they relate to event impact/legacy analysis. Work both individually and in groups in practical tutorial based activities

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	24
Asynchronous Class Activity	84
Independent Study	180
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total

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

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

Foley, M., McGillivray, D. and McPherson, G. (2012) Event Policy: From a Theory to Strategy, London: Routledge

Richards, G. and Palmer, R. (2011) Eventful Cities, Oxford: Butterworth-Heinemann

Smith, A (2013) Events and Urban Regeneration, London: Routledge

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:

Students are expected to engage based on the attendance and engagement policy above

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.]() The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects ofequality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Jenny Flinn
External Examiner	N. Semley
Accreditation Details	e.g. ACCA Click or tap here to enter text.
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 – Group Presentation, worth 20% of module mark

Assessment 2 – Individual Report, worth 80% of module mark

(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**	**Timetabled Contact Hours**
Presentation	x					20	0

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**	**Timetabled Contact Hours**
Report		x	x	x	x	80	0

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**	**Timetabled Contact Hours**
					Combined Total for All Components	**100%**	**XX hours**