

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Global Trends in Events			
Code:	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:	Jenny Flinn		
Summary of Module			
<p>This module provides an opportunity to critically review current trends in the events sector including a consideration of trend and impact analysis. Students will examine the contemporary issues and trends across different events sectors such as: commercial business, arts and entertainment, sports and leisure.</p> <p>The module will examine research and analytical models to assess the actual and potential challenges presented by the key trends in events. Trends are considered in terms of design, operation, impact analysis, audiences, venues, communications media, technology and strategic management. Case study analysis will be used to explore the changing nature of recurring events and development opportunities for event production.</p> <ul style="list-style-type: none"> • Analysis of current trends in the events industry • Review of events industry responses to current trends • Appraisal of contemporary issues that may affect events 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<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 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 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 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	Critically analyse the nature of current trends in the events industry in a given context.
L2	Evaluate the events industry responses to the challenges presented by current trends.
L3	Critically assess contemporary issues that may affect the events industry in the future.
L4	Click or tap here to enter text.
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)	<p>SCQF Level 10</p> <p>Exhibit an understanding of current trends in events.</p> <p>Demonstrate a critical understanding of the responses made by the events sector in response to emerging trends.</p> <p>Demonstrate critical awareness of contemporary issues that may impact the Events industry.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>Apply knowledge and use the necessary skills to identify the current trends in the Events industry.</p> <p>Use analysis techniques to examine related event issues in past and upcoming events.</p>

Generic Cognitive skills	<p>SCQF Level 10</p> <p>Identify and analyse event management trends and impact analysis problems and issues</p> <p>Draw on a range of sources to help identify solutions to event management challenges posed by current trends.</p> <p>Critically evaluate and synthesise ideas, concepts, information and issues, drawing on a range of sources in coming to particular conclusions regarding international events.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Collect, interpret, use and report complex data regarding the Events industry.</p> <p>Communicate effectively and appropriately in interpretation of complex primary materials and make effective use of information technology applications to present documents in an appropriate form.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Exercise autonomy and initiative in module study activities in so far as they relate to current trends and contemporary issues in events.</p> <p>Work both individually and in groups in practical tutorial based activities.</p> <p>Reflect on the relationship with other modules and develop and practice individual and collective responsibility for learning.</p>	
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	
<p>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.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities</p>	<p>Student Learning Hours (Normally totalling 200 hours):</p>

undertaken to achieve the module learning outcomes are stated below:	(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	64
Independent Study	200
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	300 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>FERDINAND N and KITCHEN P (2012), Events Management: An International Approach, Sage Publications, ISBN-10: 0857022415</p> <p>Friedmann F. (2013), IAEE White Paper: Future Trends Impacting the Exhibitions and Events Industry, IAEE</p> <p>Yeoman, I., Robertson, M., McMahon-Beattie, U., Backer, E., Smith, K. (2014) The Future of Events & Festivals. Routledge.</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)	
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 of equality, 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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Briony Sharp
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 – Individual Report, worth 70% of module mark

Assessment 2 – Individual Presentation, worth 30% 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	x				70	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			30	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