Faculty of Management

BA (Hons) Events Management
BA (Hons) Events and Leisure Marketing

PROGRAMME SPECIFICATION

Version number: v1.10-0918
(including modifications and progression routes from 14/15)

Document date: May 2018
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# BASIC PROGRAMME DATA

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**E1213047**

Modification:

| ST 1314 01 | ST 1314 03 | ST 1314 05 | ST 1314 11 |
| ST 1314 14 | ST 1415 02 | ST 1415 04 | NM 1415 17 |

Progression has been added: Kaplan BUIC, Kaplan London (P1415 09), INTO (P1415 04, P1415 06), BBSI & MLS – June 2014

| FM 1516 08 | approved 16/03/16, previously version 1.5 |
| BU 1617 01 | approved 24/02/2016, previously version 1.6-0916 |
| FM 1617 08 | approved 10/05/2017, previously version 1.7-0917 |

BA (Hons) Events Management
BA (Hons) Events and Leisure Marketing
Version 1.10-0918
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BASIC PROGRAMME DATA

Originating institution(s) | Bournemouth University
---|---
Award(s) and title(s) | BA (Hons) Events Management
 | DipHE Events Management
 | CertHE Events Management

UCAS Programme Code(s) (where applicable and if known) | N820

HESA JACS (Joint Academic Coding System) Code(s) per programme/pathway | N800, N100, N500

External reference points(s) | QAA Chapter 1: The National Level (incorporating the Framework for Higher Education Qualifications (FHEQ));
 | QAA Subject Benchmark Statements (HLST)

Professional, Statutory and Regulatory Body (PSRB) links | Institute of Travel and Tourism (ITT)
 | UNWTO.TedQual.Themis
 | Chartered Institute of Marketing (CIM)

Place(s) of delivery | Bournemouth University

Mode(s) of delivery | Sandwich and part time

Credit structure | Level C 120 (60)
 | Level I 120 (60)
 | Level H 120 (60)

Duration | 4 years Full Time

Date of original approval(s) | September 2005

Date of first intake | September 2015

Student numbers | 150

Placements | a minimum 30-weeks

Partner(s) and model(s) | None

Date and version number of this Framework/Programme Specification | May 2018 – v1.10-0918

E1213047

Modification:
ST 1314 01 ST 1314 05
ST 1314 11 ST 1314 14
ST 1415 02 ST 1415 04
ST 1415 11 FM 1415 08

Progression has been added: Kaplan BUIC, Kaplan London (P1415 09), INTO (P1415 04, P1415 06), BBSI & MLS – June 2014, P1415 33 Sunway University Malaysia
BU1617 01, Approved 24/02/2016, previously v1.6-0916
FM1617 08, approved 10/05/2017, previously v1.7-0917
FM 1718 05, approved 14/02/2018, previously v1.8-0918
FM1718 09, approved 08/05/2018, previously version 1.9-0918
1.0 AIMS OF THE DOCUMENT

The aims of this document are to:

- Present the background to the BA (Hons) Events Management and BA (Hons) Events and Leisure Marketing programmes
- Define the structure of the BA (Hons) Events Management and BA (Hons) Events and Leisure Marketing programmes
- Identify the programme and level learning outcomes
- Articulate the regulations governing the BA (Hons) Events Management and BA (Hons) Events and Leisure Marketing programmes

These two programmes are located within the School of Tourism and provide programmes which are both professional and contribute to the strategic plan of Bournemouth University. The programmes are designed to provide the opportunity for students to acquire an academic and rigorous education in both events and leisure specific management areas, whilst at the same time developing professional, intellectual and inter-personal skills.

These programmes will produce graduates who have developed the skills employers require, including inter-personal, communication and information technology skills. This is evidenced by a number of studies identifying the changing skills base of the professions, which suggest that employers are increasingly looking for the ‘softer’ skills of communication, general management and technological adeptness.

PROGRESSION

Students who have successfully completed Diploma in Events Management (level 5)/BSc (Hons) Conventions and Events Management (level 5) (Sunway University Malaysia) with a 60% course average will be eligible to apply for entry with advanced standing to BA (Hons) Events Management (level 6 direct entry).

Underpinning

Applicants from BBSI programmes which have approved Recognition without Advanced Standing arrangements must meet the minimum entry requirements in terms of course average and English requirements as stipulated by the School of Tourism at Bournemouth University.

Applicants from MLS programmes which have approved Recognition without Advanced Standing arrangements must meet the minimum entry requirements in terms of course average and English requirements as stipulated by the School of Tourism at Bournemouth University.

Applicants from Kaplan BUIC programmes which have approved articulation routes must meet the minimum entry requirements in terms of course average and English requirements as stipulated by the School of Tourism at Bournemouth University.

Applicants from Kaplan London programmes which have approved Recognition without Advanced Standing arrangements must meet the minimum entry requirements in terms of course average and English requirements as stipulated by the School of Tourism at Bournemouth University.

Applicants from INTO London programmes which have approved Recognition without Advanced Standing arrangements must meet the minimum entry requirements in terms of course average and English requirements as stipulated by the School of Tourism at Bournemouth University.
INTRODUCTION

Event Management
Event Management has been developing as an academic discipline over the past decade, notably in the USA and Australia. This is a result of the growth of specialist companies whose sole business is managing events and other companies that recruit specialists to organise their own events. Events range in scope, scale and complexity from mega-events to a corporate meeting and cover activities from sport and culture to product launches and fundraising. The successful events manager must have abilities in a very wide range of subject areas. This new programme crosses the boundaries between marketing, human resources, finance, planning and other business skills to develop multi-disciplined, creative team leaders able to organise the largest event down to the smallest detail.

A continuing theme in the ‘events’ arena is the increasing level of participation in leisure time activities and business activities that operate in a ‘leisure’ environment. Events are organised for consumers as part of their leisure activity, for destinations and governments as part of their economic and social development goals and for business to business communication strategies. Event industries prove to be fertile ground for the development of new start-up companies, as well as strategic growth through internationalisation. The response of the public and voluntary sectors has been a change in attitude with the provision of events becoming more ‘commercial’ in outlook. Such dynamic and continued change requires a specialist who can initiate and then manage change led by consumer and client demand and market forces.

Events and Leisure Marketing
The continuing theme in current developed society is the increasing level of participation in leisure time activities. Commercial sector organisations have responded to the changes in the leisure time activities with a range of strategic approaches shaped by the emergent and dynamic nature of the sector. It continues to provide opportunities for creative and innovative forms from new start-ups through to international and global consolidation.

The response of the public and voluntary sectors has been a change in attitude with the provision of leisure opportunities becoming more ‘commercial’ in their outlook. Such dynamic and continued change requires specialists who can initiate and manage change led by consumer demand and market forces.

In view of this context, Events and Leisure Marketing is appropriate to the market and distinctive from other leisure focused degrees. The experiential focus on Events as a marketing form follows the emergence of this vibrant form of marketing in forging strong multi-sensory connections with brands and stakeholders. It represents a creative and dynamic approach relevant to organisations that strive to satisfy society's leisure needs while producing a graduate well versed in marketing, with explicit skills and knowledge in marketing with the ability to apply in practice.
2.0 ACADEMIC AND PROFESSIONAL CONTEXTS

POINTS OF REFERENCE FOR PROGRAMME DESIGN

Both the Events Management and Events and Leisure Marketing programmes have been informed for the purpose of the review process through consultation with the following;

- Industry contacts including alumni now engaged within the sectors
- External Examiners
- QAA Subject Benchmark Statements for Hospitality, Leisure, Sport and Tourism (HLST)
- AEME Report on Events Higher Education in the UK
- School of Tourism: Undergraduate Review (BU Market Research & Development)

BA (Hons) Events Management

Changes to the programme design are relatively minor - reflecting high levels of past student, current student and programme team and external examiners' satisfaction with its construct. Changes where made are therefore designed to respond to three areas of continuing improvement: enhanced synergy within the School; reinforcing the programmes relevance and point of distinctiveness (benchmark document); maintaining currency within the marketplace.

BA (Hons) Events and Leisure Marketing

The repositioning and renaming of the former BA Leisure Marketing is a consequence of a declining traction of the term ‘Leisure’ with prospective students. From academic and practitioner perspective the programme has knowledge and skill based relevance. To provide ‘currency’ the units have been firmly aligned with contemporary developments in title and content, although the changes are not required to be nor are they substantive. The main thematic changes have been the explicit articulation of the ‘Marketing’ provision and the dual focus on Events and Leisure as the contextual/experiential location of the degree.
3.0 AIMS OF THE PROGRAMMES – Events and Leisure

The overall aim of both programmes is to provide specialised and advanced education in events management and events and leisure marketing.

The aims of these two programmes is the development of graduates who:

- can demonstrate a critical understanding of the principles and methods of working appropriate to their industries;
- have developed the cognitive abilities of critical evaluation, analysis and synthesis;
- can demonstrate practical management skills relevant to the sectors;
- are self-reliant, self-disciplined learners capable of working in an interdisciplinary environment;
- are able to meet the challenges presented by a career in a national and international environments;
- possess academic curiosity and the appropriate academic foundations for further study and training.
4.0 INTENDED LEARNING OUTCOMES

4.1 BA (Hons) Events Management

Subject knowledge and understanding

Students will be expected to:

A1 demonstrate a detailed knowledge and understanding of theories, concepts and principles relevant to events management;

A2 demonstrate a critical understanding of the core management disciplines and methods of working and apply them to the events industry context;

A3 develop their knowledge and understanding of academic and professional practice within a framework of critical evaluation and synthesis;

A4 demonstrate a critical awareness of the moral, ethical and legal issues underpinning good management practice;

A5 demonstrate events relevant managerial skills and knowledge by exposure to professional practice;

A6 plan, design and execute practical activities using appropriate techniques and procedures;

A7 work with a multi and inter disciplinary approach to study;

A8 identify the principle aims of the experience economy in the events industry.

Intellectual Skills

Students will be expected to:

B1 critically evaluate arguments, assumptions, concepts, and data using supporting evidence in order to make judgements and to frame appropriate questions to achieve a solution to a problem;

B2 devise and sustain arguments, and solve problems, familiar and unfamiliar, using ideas and techniques current within the discipline of events management and associated fields;

B3 analyse and critically appraise scholarly output in order to manage and extend their own learning;

B4 integrate evidence from a range of sources to develop and support findings and hypotheses;

B5 carry out their own research through applying appropriate methods and techniques and existing knowledge.

Subject-specific skills

Students will be expected to:

C1 plan, design and execute practical event activities using appropriate techniques and procedures;

C2 demonstrate a critical understanding of management and business issues particular to events management;
C3  recognise and value the centrality of the events consumer and meet and respond to their needs;

C4  identify and respond appropriately to the diversity that prevails within the events industry in relation to its principal stakeholders;

C5  demonstrate a sound understanding of the core events business disciplines and apply these in a practical context;

C6  identify trends, opportunities and innovations at corporate and events industry level and be able to manage the necessary change required.

Transferable skills

Students will be expected to:

D1  communicate effectively and with confidence by oral, written and visual means;

D2  demonstrate competence in a range of IT skills in order to operate comfortably in a working environment within the events industries;

D3  analyse numerical information within the context of their industry using appropriate techniques in order to make judgments and solve problems;

D4  work successfully in collaboration with others, adopting a leadership role where and when appropriate;

D5  plan and manage their own continued personal and professional learning by setting appropriate and achievable goals;

D6  demonstrate their competence as self-directed, reflective learners who are able to continuously appraise their personal capability and work towards personal, career and academic development.
4.1.1 LEVEL OUTCOMES

CERTIFICATE LEVEL – CERTIFICATE OF HIGHER EDUCATION

Level C is a foundation period of study during which students are brought up to a common standard in relation to a number of subject areas which will underpin their future studies in events in terms of both contextual material and analytical and presentation ability. A foundation period of study is needed because students will come from varied backgrounds in terms of both academic and personal experience.

It is recognised that students come into Level C from a variety of educational and experiential backgrounds and that staff need to manage this situation in a class room and real working environment whilst ensuring that all students reach the required learning level in all units by the end of the year. A high level of practical involvement developing technical skills is facilitated in Level C. This has the following aims:

a) to facilitate a better understanding of their subjects through practical experience;

b) to ensure students gain a realistic understanding of the industry in which they have chosen to pursue a career as early as possible.

Subject knowledge and understanding

Students will be expected to:

A1 demonstrate a factual and conceptual knowledge base of events management;

A2 show understanding of theories relating to the distinctive nature of types of events;

A3 understand the location of events industry within the broader ‘experience economy’;

A4 understand the macro and micro contexts of organisations within which the events industry presides;

A5 generate and use business data using defined techniques.

Intellectual Skills

Students will be expected to:

B1 demonstrate a rigorous approach to the acquisition of a broad knowledge base applied to the field of events;

B2 identify and utilise appropriate information sources in the acquisition of broad knowledge;

B3 collect, collate and categorise ideas and information in a predictable and standard format;

B4 communicate and support results of enquiry accurately and reliably, and with a structured and coherent argument;

B5 discuss ethical issues in current areas of study that apply to the events industry.
Subject-specific skills

Students will be expected to:

C1 understand relevant theories, concepts and principles as they apply to the field of event management;
C2 evaluate organisational issues in the context of private, public and voluntary sectors as they apply to the event industry;
C3 demonstrate problem solving skills and the application of knowledge in events management;
C4 recognise the theoretical humanistic origins and synergies that legitimise the field of events management.

Transferable Skills

Students will be expected to:

D1 meet specified quality standards as they apply to the events industry;
D2 work under direction with limited autonomy within defined guidelines and time constraints;
D3 communicate effectively by oral, written and visual means;
D4 develop IT skills in presentation, spreadsheet and word-processing applications;
D5 work in effective collaboration with others;
D6 begin to develop the skills necessary to be independent and reflective learners.

INTERMEDIATE LEVEL – DIPLOMA OF HIGHER EDUCATION

The emphasis in Level I is on the management units at an operational functional level. This reflects the fact that many operations managers, outside of the major chains, are at the level where most decisions are made. This will allow students to start to build more in-depth knowledge of management within the events industry. This will increase students’ motivation and commitment to their planned career.

Underpinned by Level C development of student skills, Level I aims to develop students’ intellectual skills through critical analysis and early decision making. A strong theme is the learning of theory and its practical application in a specific events context, which is practiced and assessed through the use of the real working environment, practical project work and presentations, case studies and company visits.

The preparation for the industrial placement year is a key objective at Level I. This carries two distinct strands:

1) The development of personal and professional skills associated with employment in the industry.
2) The development of intellectual capability associated with the individual research project, or dissertation.
Subject knowledge and understanding

Students will be expected to:

A1 apply knowledge of major theories as they apply to events and resource management, and consumer behaviour;
A2 apply knowledge of the managerial significance that underpins theories and concepts studied at Level C;
A3 grasp the inter-disciplinary and multi-disciplinary context of events management;
A4 understand the integrated and extended view of events management in delivering value to a range of ‘stakeholders’;
A5 understand the ‘human’ dimensions of organisational performance as it relates to the context of others and oneself;
A6 develop, apply and interpret management performance information.

Intellectual Skills

Students will be expected to:

B1 evaluate critically the selection of appropriate techniques of evaluation used in the field of events, and assess the relevance and significance of data collected;
B2 generate ideas through the analysis of events concepts at an abstract level;
B3 utilise diagnostic and creative skills in a range of professional and management functions;
B4 exercise appropriate judgments in planning, design, technical and/or supervisory functions related to services, operations and process in the field of events.

Subject-specific skills

Students will be expected to:

C1 prepare business plans and undertake project management as they apply to the events industry;
C2 manage processes within broad or narrow guidelines as they apply to the events industry;
C3 accept responsibility and accountability within broad parameters for achieving desirable personal and/or group outcomes in the planning and management of events;
C4 develop existing skills, and acquire new competencies that will enable them to assume significant responsibility within the field of events;
C5 apply knowledge and methods learnt into an employment context.
Transferable Skills

Students will be expected to:

D1 be reflective learners, being able to analyse their strengths and weaknesses;
D2 communicate effectively in both written and verbal form;
D3 work effectively both in teams and in individual situations;
D4 demonstrate problem solving skills;
D5 use a range of IT software to produce data analysis and project management; identify career and professional opportunities.
4.2 BA (Hons) Events and Leisure Marketing

Subject knowledge and understanding

Students will be expected to:

A1 demonstrate a critical understanding of the core management disciplines and methods of working and apply them to the leisure industry context;

A2 develop their knowledge and understanding of academic and professional practice within a framework of critical evaluation and synthesis;

A3 demonstrate a critical awareness of the moral, ethical and legal issues underpinning good management practice;

A4 demonstrate leisure relevant managerial skills and knowledge by exposure to professional practice;

A5 work with a multi and inter disciplinary approach to study;

A6 identify the principle aims of the experience economy within the leisure industry.

Intellectual skills

Students will be expected to:

B1 critically evaluate arguments, assumptions and concepts, and data using supporting evidence in order to make judgements and to frame appropriate questions to achieve a solution to a problem;

B2 devise and sustain arguments, and solve problems, familiar and unfamiliar, using ideas and techniques current within the discipline of events and leisure marketing;

B3 analyse and critically appraise scholarly output in order to manage and extend their own learning;

B4 integrate evidence from a range of sources to develop and support findings and hypotheses;

B5 carry out their own research through applying appropriate methods and techniques and existing knowledge.

Subject-specific skills

Students will be expected to:

C1 plan, design and execute practical marketing activities using appropriate techniques and procedures;

C2 demonstrate a critical understanding of management and business issues particular to leisure marketing problems;

C3 recognise and value the centrality of the leisure consumer and meet and respond to their needs;

C4 identify and respond appropriately to the diversity that prevails within the leisure industry in relation to its principal stakeholders;
C5 demonstrate a sound understanding of the core leisure business disciplines and apply these in a practical context;

C6 identify trends, opportunities and innovations at corporate and leisure industry level and be able to manage the necessary change required.

Transferable skills

Students will be expected to:

D1 communicate effectively and with confidence by oral, written and visual means;

D2 demonstrate competence in a range of IT skills in order to operate comfortably in a working environment within the leisure industry;

D3 analyse numerical information within the context of their industry using appropriate techniques in order to make judgements and solve problems;

D4 work successfully in collaboration with others, adopting a leadership role where and when appropriate;

D5 plan and manage their own continued personal and professional learning by setting appropriate and achievable goals;

D6 demonstrate their competence as self-directed, reflective learners who are able to continuously appraise their personal capability and work towards personal, career and academic development.
4.2.1 LEVEL OUTCOMES

CERTIFICATE LEVEL – CERTIFICATE OF HIGHER EDUCATION

Level C is a foundation period of study during which students are brought up to a common standard in relation to a number of subject areas which will underpin their future studies in events in terms of both contextual material and analytical and presentation ability. A foundation period of study is needed because students will come from varied backgrounds in terms of both academic and personal experience.

It is recognised that students come into Level C from a variety of educational and experiential backgrounds and that staff need to manage this situation in a classroom and real working environment whilst ensuring that all students reach the required learning level in all units by the end of the year. A high level of practical involvement developing technical skills is facilitated in Level C. This has the following aims:

a) to facilitate a better understanding of their subjects through practical experience;

b) to ensure students gain a realistic understanding of the industry in which they have chosen to pursue a career as early as possible.

Subject knowledge and understanding

Students will be expected to:

A1 demonstrate a factual and conceptual knowledge base of leisure and marketing;
A2 show understanding of theories relating to the distinctive nature of leisure consumption;
A3 understand the location of leisure consumption within the broader ‘experience economy’;
A4 understand the macro and micro contexts of organisations catering to leisure needs;
A5 generate and use business data using defined techniques and/or tutor guidance.

Intellectual Skills

Students will be expected to:

B1 demonstrate a rigorous approach to the acquisition of a broad knowledge base;
B2 identify and utilise appropriate information sources;
B3 collect, collate and categorise ideas and information in a predictable and standard format;
B4 communicate and support results of enquiry accurately and reliably, and with a structured and coherent argument;
B5 discuss ethical issues in current areas of study.
Subject-specific skills

Students will be expected to:

C1 understand relevant theories, concepts and principles in the fields of satisfying the leisure need;

C2 evaluate organisational issues in the context of private, public and voluntary sectors catering to leisure needs;

C3 demonstrate problem solving skills and the application of knowledge in leisure marketing;

C4 recognise the humanistic origins and synergies that legitimise the field of leisure marketing.

Transferable Skills

Students will be expected to:

D1 communicate effectively by oral, written and visual means;

D2 work under direction with limited autonomy within defined guidelines and time constraints;

D3 develop IT skills in presentation, spreadsheet and word-processing applications;

D4 work in collaboration with others;

D5 begin to develop the skills necessary to be independent and reflective learners.

INTERMEDIATE LEVEL – DIPLOMA OF HIGHER EDUCATION

The emphasis in Level I is on the management units at an operational functional level. This reflects the fact that many operations managers, outside of the major chains, are at the level where most decisions are made. This will allow students to start to build more in-depth knowledge of management within the events industry. This will increase students' motivation and commitment to their planned career.

Underpinned by Level C development of student skills, Level I aims to develop students’ intellectual skills through critical analysis and early decision making. A strong theme is the learning of theory and its practical application in a specific events context, which is practiced and assessed through the use of the real working environment, practical project work and presentations, case studies and company visits.

The preparation for the industrial placement year is a key objective at Level I. This carries two distinct strands:

a) the development of personal and professional skills associated with employment in the industry;

b) the development of intellectual capability associated with the individual research project, or dissertation.
Subject knowledge and understanding:

Students will be expected to:

A1 apply knowledge of major theories of marketing communication, product development, services and resource management;

A2 apply knowledge of the managerial significance of theories and concepts studied at Level C;

A3 appreciate the inter-disciplinary and multi-disciplinary context of leisure marketing;

A4 understand the integrated and extended view of leisure marketing in delivering value to a range of ‘stakeholders’;

A5 understand the ‘human’ dimensions of organisational performance;

A6 develop, apply and interpret management performance information.

Intellectual Skills

Students will be expected to:

B1 evaluate critically the selection of appropriate techniques of evaluation, and assess the relevance and significance of data collected;

B2 generate ideas through the analysis of concepts at an abstract level;

B3 utilise diagnostic and creative skills in a range of professional and management functions;

B4 exercise appropriate judgments in planning, design, technical and/or supervisory functions related to products/services, operations or process;

B5 critically appreciate the limits of their knowledge and how this influences analysis and interpretations based on that knowledge.

Subject-specific skills

Students will be expected to:

C1 prepare management reports;

C2 manage processes within broad guidelines for defined activities;

C3 accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes;

C4 develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

C5 apply knowledge and methods learnt into an employment context.

Transferable Skills

Students will be expected to:

D1 be reflective learners, able to analyse their strengths and weaknesses;
D2 communicate effectively in both written and verbal form;
D3 work effectively both in teams and in individual situations;
D4 demonstrate problem solving skills;
D5 use a range of IT software to produce data analysis;
D6 identify career and professional opportunities.
5.0 LEARNING AND TEACHING STRATEGIES AND METHODS

Core knowledge and understanding is acquired through lectures, tutorials, small group formats, workshops and directed reading. Emphasis is placed on developing independent and student-led learning approaches. In the second year a higher proportion of coursework is both group work and professionally orientated in preparation for the placement experience.

Similarly students are progressively encouraged by academic staff to undertake independent reading, use of VLE and academic journals to develop depth beyond textbook knowledge to become both critically aware and self-managed learners.
6.0 ASSESSMENT STRATEGIES AND METHODS

The core knowledge is assessed through coursework, unseen examinations and report-based coursework. On all 20 credit units the assessment equivalent of 5000 words is a generally applied rule. Both programmes are similar, but not identical in their composition of exam and coursework across the levels. Groupwork assessment is introduced at a nominal level in Level C, but makes a pronounced contribution at Level I in preparation for the placement year where the work environment calls for teamwork. In the final year groupwork is minimised to allow students to gain full recognition for their contribution.

Events Management: 3 units at Levels C and I are assessed by exam and coursework, the remaining 3 units are 100% coursework.
In the final year one core unit is exam and coursework, the other core unit is coursework only.

Events and Leisure Marketing: 2 units at Levels C are assessed by exam and coursework, the remaining 4 units are 100% coursework.
3 units at Levels I are assessed by exam and coursework, the remaining 3 units are 100% coursework.
In the final year one core unit is exam and coursework, the other core unit is coursework only.
# Programme Skills Matrix – BA (Hons) Events Management

Matrix table showing the relationship between ILOs for a programme and its constituent units

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BA (Hons) Events Management
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© Bournemouth University 2016
<p>| E | Events Context | X | X | X | X | X | X | X | X | X | X | X | X |
| V | Experiential Marketing (Events) | X | X | X | X | X | X | X | X | X | X | X | X |
| L | Event Business and Finance | X | X | X | X | X | X | X | X | X | X | X | X |
| C | Economics for Event Professionals | X | X | X | X | X | X | X | X | X | X | X | X |
| A | A1 | demonstrate a detailed knowledge and understanding of theories, concepts and principles relevant to events management; | | | | | | | | | | | |
| A2 | demonstrate a critical understanding of the core management disciplines and methods of working and apply them to the events industry context; | | | | | | | | | | | |
| A3 | develop their knowledge and understanding of academic and professional practice within a framework of critical evaluation and synthesis; | | | | | | | | | | | |
| A4 | demonstrate a critical awareness of the moral, ethical and legal issues underpinning good management practice; | | | | | | | | | | | |
| A5 | demonstrate events relevant managerial skills and knowledge by exposure to professional practice; | | | | | | | | | | | |
| A6 | plan, design and execute practical activities using appropriate techniques and procedures; | | | | | | | | | | | |
| A7 | work with a multi and inter disciplinary approach to study; | | | | | | | | | | | |
| A8 | identify the principle aims of the experience economy in the events industry. | | | | | | | | | | | |
| C | C1 | plan, design and execute practical event activities using appropriate techniques and procedures; | | | | | | | | | | | |
| C2 | demonstrate a critical understanding of management and business issues particular to events management; | | | | | | | | | | | |
| C3 | recognise and value the centrality of the events consumer and meet and respond to their needs; | | | | | | | | | | | |
| C4 | identify and respond appropriately to the diversity that prevails within the events industry in relation to its principal stakeholders; | | | | | | | | | | | |
| C5 | demonstrate a sound understanding of the core events business disciplines and apply these in a practical context; | | | | | | | | | | | |
| C6 | identify trends, opportunities and innovations at corporate and events industry level and be able to manage the necessary change required. | | | | | | | | | | | |
| B | B1 | critically evaluate arguments, assumptions, concepts, and data using supporting evidence in order to make judgements and to frame appropriate questions to achieve a solution to a problem; | | | | | | | | | | | |
| B2 | devise and sustain arguments, and solve problems, familiar and unfamiliar, using ideas and techniques current within the discipline of events management and associated fields; | | | | | | | | | | | |
| B3 | analyse and critically appraise scholarly output in order to manage and extend their own learning; | | | | | | | | | | | |
| B4 | integrate evidence from a range of sources to develop and support findings and hypotheses; | | | | | | | | | | | |
| B5 | carry out their own research through applying appropriate methods and techniques and existing knowledge. | | | | | | | | | | | |
| D | D1 | communicate effectively and with confidence by oral, written and visual means; | | | | | | | | | | | |
| D2 | demonstrate competence in a range of IT skills in order to operate comfortably in a working environment within the events industries; | | | | | | | | | | | |
| D3 | analyse numerical information within the context of their industry using appropriate techniques in order to make judgments and solve problems; | | | | | | | | | | | |
| D4 | work successfully in collaboration with others, adopting a leadership role where and when appropriate; | | | | | | | | | | | |</p>
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<tr>
<td><strong>D5</strong></td>
<td>plan and manage their own continued personal and professional learning by setting appropriate and achievable goals;</td>
</tr>
<tr>
<td><strong>D6</strong></td>
<td>demonstrate their competence as self-directed, reflective learners who are able to continuously appraise their personal capability and work towards personal, career and academic development.</td>
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### Programme Skills Matrix - BA (Hons) Events and Leisure Marketing

Matrix table showing the relationship between ILOs for a programme and its constituent units.

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BA (Hons) Events Management
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### A - Subject Knowledge and Understanding

A1 demonstrate a critical understanding of the core management disciplines and methods of working and apply them to the leisure industry context;

A2 develop their knowledge and understanding of academic and professional practice within a framework of critical evaluation and synthesis;

A3 demonstrate a critical awareness of the moral, ethical and legal issues underpinning good management practice;

A4 demonstrate leisure relevant managerial skills and knowledge by exposure to professional practice;

A5 work with a multi and interdisciplinary approach to study;

A6 identify the principle aims of the experience economy within the leisure industry.

### C - Subject-specific/Practical Skills

C1 plan, design and execute practical marketing activities using appropriate techniques and procedures;

C2 demonstrate a critical understanding of management and business issues particular to leisure marketing problems;

C3 recognise and value the centrality of the leisure consumer and meet and respond to their needs;

C4 identify and respond appropriately to the diversity that prevails within the leisure industry in relation to its principal stakeholders;

C5 demonstrate a sound understanding of the core leisure business disciplines and apply these in a practical context;

C6 identify trends, opportunities and innovations at corporate and leisure industry level and be able to manage the necessary change required.

### B - Intellectual Skills

B1 critically evaluate arguments, assumptions and concepts, and data using supporting evidence in order to make judgements and to frame appropriate questions to achieve a solution to a problem;

B2 devise and sustain arguments, familiar and unfamiliar, using ideas and techniques current within the discipline of events and leisure marketing;

B3 analyse and critically appraise scholarly output in order to manage and extend their own learning;

B4 integrate evidence from a range of sources to develop and support findings and hypotheses;

B5 carry out their own research through applying appropriate methods and techniques and existing knowledge.

### D - Transferable Skills

D1 communicate effectively and with confidence by oral, written and visual means;

D2 demonstrate competence in a range of IT skills in order to operate comfortably in a working environment within the leisure industry;

D3 analyse numerical information within the context of their industry using appropriate techniques in order to make judgements and solve problems;

D4 work successfully in collaboration with others, adopting a leadership role where and when appropriate;

D5 plan and manage their own continued personal and professional learning by setting appropriate and achievable goals;
|   | D6 demonstrate their competence as self-directed, reflective learners who are able to continuously appraise their personal capability and work towards personal, career and academic development. |
7.0 WORK-BASED LEARNING (WBL) / PLACEMENTS ELEMENTS

The Industrial Placement

Both employers and the University see the Industrial Placement as an essential part of our undergraduate programmes. The duration of a minimum 30-week in an approved business environment is sufficiently long enough to allow both operational experience and exposure to a wide range of supervisory and junior managerial opportunities. The extent of responsibility and managerial experience available will however, of necessity, vary from business to business.

The Industrial Placement period provides the opportunity for the student to contextualise the first two years of their undergraduate programme and to develop an overall perspective of how their placement organisation specifically and the sector more generally operates from a ‘real’ rather than an ‘academic’ perspective. During the placement, our students will be given the opportunity to apply their knowledge and skills to a business setting and through a process of self-reflection and critical analysis, will integrate their University-based knowledge with their work experience and in consequence extend and contextualise their professional knowledge.

The Industrial Placement is intended to encourage greater exit velocity in students at Level H, by fostering the personal development and, in most cases, the technical knowledge and skills which will allow them to make a dynamic contribution to their programme during their final year. It should also provide our students with a basis upon which to make informed career choices and should consolidate the enthusiastic demand shown by employers for graduates from our suite of undergraduate programmes. As well as equipping our students with work experience it is not unusual for many of our students to be invited back to their placement organisation, after graduation, as a first career destination.

The aims of the Placement Year may be specifically stated as:

- to encourage the ability to consolidate and extend the technical and managerial skills they have developed during the first two years of study;
- to develop a knowledge and understanding of the practical aspects of the relevant industry, which in turn act as a basis and platform for more advanced levels of learning that take place in the final year;
- to encourage a mature attitude towards personal development and the management of academic studies;
- to provide students with the basis upon which to make informed career choices;
- to facilitate personal and professional development through the experience of being a full time employee for a minimum of 30 weeks.

Intended Learning Outcomes

On completion of the placement year, the student is expected to have:

- made an effective contribution to the employing organisation;
- developed first-hand experience of a working environment and in particular the problems encountered in human, financial and other resource terms;
- developed both interpersonal and technical skills necessary for the successful completion of their work;
- considered and discussed with their work colleagues, supervisors and Placement Development Advisor (PDA) the relationship between theoretical concepts and the practical situations encountered;
- applied careful thought to the ways in which their placement experience may help and inform their personal plans for their future career;
- developed ideas and skills which help the student to make an effective contribution to the learning process within their programme during their final year of study.

Position of the Industrial Placement in our Undergraduate Programmes

The placement year sits between years 2 and 4. The rationale for this is that by the time the students have successfully completed Level I (year 2), they will have acquired a core range of...
subject related and transferable skills with which they can contribute effectively towards the business of the placement employer. The skills acquired during the placement year will enable the student to enhance their performance at Level H.

The student must successfully complete the a minimum 30-week Industrial Placement period, which is confirmed through the receipt of the employer final summative feedback form(s) as well as submitting the meeting information reports for their PDA if they are to progress onto the final year of their programme.

Students who fail to complete their Placement successfully will be required to make good their failure and in the case of a minimum 30-week Placement itself by deferring completion of their final year, until a minimum 30-week has been successfully completed.

**Duration of the Industrial Placement**

30 weeks minimum of full-time work in a placement selected by the student and confirmed by the School, which should be appropriate to their programme of study.

Students may also have the option of incorporating a period of academic Study Abroad within their 30 week placement. Further details will be available within the School of Tourism.

**Management of the Industrial Placement**

The School has two Employability Coordinators who are able to provide advice on placements and provide opportunities for students to meet potential employers. Whilst all of our undergraduate programmes enjoy a wide range of contacts with employers from local, regional, national and international companies, the primary responsibility for finding and subsequently securing an appropriate Industrial Placement remains with the student.

The main duties of the Employability Coordinators are to:

- support the students in finding appropriate places on the basis of student preference and placement availability;
- advise the student so that, together with a representative of the placement organisation's training or personnel department, the student may negotiate a planned programme of development taking into account any constraints which may be imposed by the organisation;
- advise in the student’s self-assessment of, and recognition of, the competencies they have developed on the programme to date and their requirement for future progression;
- ensure effective monitoring for each student.

During the second year, the Employability Coordinator together with staff from the School and the Graduate Employment Service will offer guidance to students on securing a placement including advice on preparing a CV, application procedures and interview techniques. Students will also be advised on standards of behaviour, and how to get the most from their period of work-based learning. This work is supported in particular through the Level I ‘People and Performance’ unit.

Once a placement has been secured, the Employability Coordinator communicates the student’s situation to the designated Placement Development Advisor (PDA) from the University’s Graduate Employment Service. The Placement Development Advisor is the initial point of contact for all students whilst undertaking their placement year. During the year, our PDA’s support our UK based students through a combination of review meetings at their place of work and access through e-mail and telephone. Contact with students on placement overseas is supported by e-mail and if necessary, telephone.

The main purpose of these visits is to check on the progress and abilities of the student, to review their placement objectives and to help the student recognise how their placement will enhance their employability. The PDA will also usually meet with the student’s line manager at one or both of the visits to discuss their progress.

The students, which are based in the UK, are required to return to the University for the Mid-Placement Seminar at which point progress to date and any problems encountered during their
placement can be discussed. This seminar also provides staff from the School with the opportunity to talk about the final year experience and most importantly the Dissertation, which many students will begin to commence work on during their placement year.

**Student supervision whilst on Industrial Placement**

Our students are supervised by a representative of their employer who is responsible for monitoring their progress and the completion of periodic reports which in tandem with the PDA, enables any problem areas to be highlighted, discussed and resolved.

Contact with our students is maintained by telephone, e-mail, newsletter and visits made to the students by the designated Placement Development Advisor. The main purpose of the visits is to check on the progress and abilities of the student and to review placement objectives.

**Student exemption from the Industrial Placement**

Students with appropriate prior levels of industrial experience may consider applying for exemption from the placement year. Whilst this process should occur in tandem with their initial application to the university, this rarely happens and in consequence, typically, a small number of students will consider applying for exemption during Level C and in one or two cases, at the beginning of Level I.

Students wishing to be considered for exemption from the Industrial Placement (IP) through APEL must satisfy one of the following requirements:

- possess relevant supervised work experience;
- possess comparable and relevant previous employment which is demonstrably related to the objectives of the IP, even if it was not formally supervised.

All requests for exemption through APEL will be considered by the School’s Placement Exemptions Board which acts as a sub-committee of the Board of Examiners. It is Chaired by the Deputy Dean (Education) and includes an Independent Member (from within the School) as well as the relevant Programme Manager and Employability Coordinator (for each student to be considered).

The student is required to present a letter of application together with the relevant supporting evidence relating to their prior experience which is to be considered by the Board. This supporting evidence would typically include;

- a logbook or company training scheme,
- their job description,
- appropriate references from their supervisor or employer,
- a portfolio of work done in a training position.

Those students who are successful and granted exemption from the Industrial Placement are still required to undertake the relevant written work in the final year.

**Assessment of the Placement**

The placement is formally assessed through a piece of work submitted at the beginning of the final year (Level H).
Progression Requirements
Requires 120 credits at Level C
Exit Qualification:
CertHE Events Management
Requires 120 Level C credits

Option Units
- Arts Marketing
- Creative Media and Events
- Digital Marketing
- E-Business
- Economics of Tourism and Events
- Fashion Marketing
- Financial Management
- Food Culture & Travel
- Tourism Hospitality & Design
- Languages
- Leisure, Tourism and Events Climate
- Change
- Marketing and Corporate
- Communications
- Managing Crisis and Disasters
- Media, Tourism and Leisure
- Retail Place and Space
- Small Business Management
- Sport Tourism
- Sport, Leisure and Politics
- Sports Marketing
- Visitor Attractions Management

BA (Hons) Events Management

*p – Placement feeds into this unit
# Programme Diagram
**BA (Hons) Events and Leisure Marketing**

## Core Units (Compulsory)
- Year 1/Level C:
  - Applied Events and Leisure Studies (20)
  - Economics for Marketing Professionals (20)
  - Events and Leisure Context (20)
  - Events and Leisure Innovation (20)
  - Experiential Marketing (Leisure) (20)
  - Social Psychology (20)
- Year 2/Level I:
  - Business Finance and Budgeting (20)
  - Consumer Cultures for Leisure (20)
  - Event Planning and Implementation (20)
  - Marketing and Digital Communication (20)
  - Personal and Professional Development (Events & Leisure) (20)
  - Research Design and Analysis (20)
- Year 3/Level I:
  - Proceed to Placement
- Year 4/Level H:
  - Dissertations (Leisure) (40)
  - International Strategic Marketing (20)
  - Strategy and Change Management (20) *p
  - Option 1 (20)
  - Option 2 (20)

## Option Units
- Arts Marketing
- Creative Media and Events
- Digital Marketing
- E-Business
- Economics of Tourism and Events
- Fashion Marketing
- Food Culture & Travel
- Tourism Hospitality & Design
- Languages
- Leisure, Tourism and Events
- Climate Change
- Managing Crisis and Disasters
- Media Tourism and Leisure
- Retail Place and Space
- Small Business Management
- Sport Tourism
- Sport, Leisure and Politics
- Sports Marketing
- Visitor Attractions Management

## Exit Qualification: BA (Hons) Events and Leisure Marketing
- Requires 120 Level H credits, 120 Level I credits & 120 Level C credits

## Progression Requirements
- Year 1/Level C:
  - Requires 120 credits at Level C and satisfactory completion of a minimum 30- weeks of work in a related industry.
- Year 3/Level I:
  - Requires 120 credits at Level I
- Year 4/Level H:
  - Requires 120 credits at Level H

- Compulsory Placement Year in industry
  - Exemption is possible for those who have worked in a related industry at relevant level.

- **Option 1 (20) Option 2 (20)**

- **Exit Qualification:** DipHE Events and Leisure Marketing
  - Requires 120 Level I credits & 120 Level C credits

- **Exit Qualification:** CertHE Events and Leisure Marketing
  - Requires 120 Level C credits

* *p – Placement feeds into this unit
9.0 **ADMISSION REGULATIONS**

The regulations for this programme are the University’s Standard Admission Regulations for Undergraduate programmes.

10.0 **ASSESSMENT REGULATIONS**

The regulations for this programme are the University’s Standard Undergraduate Degree Assessment Regulations.
### PROGRAMME PROFILE

**Originating Institution(s):**
Bournemouth University

**School:**
FM

**Partner:**

**Place(s) of Delivery:**
BU

**Framework Title (in full):**
BA (Hons) Events Management

**Cert HE Events Management**

**Dip HE Events Management**

**Language of delivery (if not English):**

**Programme HESA JACS code:**
N800, N100, N500

**Mode(s) of Delivery:**
Full-time/Part-time (Sandwich)

**Expected Length of study:**
4 years

**BU Credit Structure:**
ECTS 360

### Unit Identification

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BA (Hons) Events Management
BA (Hons) Events and Leisure Marketing
Version 1.10-0918
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Effective from
**Contact in School: Joanna Milner**
Tel: 965828
Date approved
March 16
**Programme Specification**
version no. 1.6-0913
Placememt
**a minimum 30-week placement**

**Yr. 1** 09 15
**Yr. 2** 09 15
**Yr. 3** 09 15
**Yr. 4** 09 15

Name of Professional, Statutory or Regulatory Body (if appropriate)
UNWTO.TedQual.Themis
Institute of Travel and Tourism (ITT)
Chartered Institute of Marketing (CIM)

Diploma Supplement Statement regarding PRSB accreditation
Bournemouth University is recognised by the Institute of Travel and Tourism (ITT) as a Centre of Excellence.
Certified with the UNWTO TedQual International Certification by The World Tourism Organization.
### PROGRAMME PROFILE

**Originating Institution(s):**
- Bournemouth University

**Place(s) of Delivery:**
- BU

**School:**
- FM

**Partner:**
- N800, N100, N500

**Framework Title (in full):**
- BA (Hons) Events and Leisure Marketing
- Cert HE Events and Leisure Marketing
- Dip HE Events and Leisure Marketing

**Mode(s) of study:**
- Full-time/Part-time
- (Sandwich)

**Expected Length of study:**
- 4 years

**BU Credit Structure:**
- 360

**ECTS:**
- 180

**Language of delivery (if not English):**

**Programme HESA JACS code:**

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**Contact in School:** Joanna Milner  Tel: 965828  Date approved  March 2016  Programme Specification version no. 1.6-0913  Placement a minimum 30-week placement

**Effective from**  Prog Year / Month / Year  Name of Professional, Statutory or Regulatory Body (if appropriate)  Diploma Supplement Statement regarding PRSB accreditation

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