Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

 (18/2/15)

**MODULE SPECIFICATION**

1. **Title of the module**

SS578 Event Management

1. **School or partner institution which will be responsible for management of the module**

School of Sport and Exercise Sciences (SSES)

1. **Start date of the module**

September 2015

1. **The number of students expected to take the module**

30

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

n/a

1. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

Honours (H) (FHEQ Level 6)

1. **The number of credits and the ECTS value which the module represents**

30 credits, 15 ECTS

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

none

1. **The programmes of study to which the module contributes**

BA Hons Sport and Exercise Management

BA Hons Sport Management

MMan Sport Management

1. **The intended subject specific learning outcomes**

On successful completion of the module students will be able to:

|  |  |
| --- | --- |
| 11.1 | Relate and apply the theoretical knowledge gained in order to successfully propose an event (relevant to the undergraduate degree being studied). |
| 11.2 | Relate and apply the theoretical knowledge gained in order to implement an event (relevant to the undergraduate degree being studied). |
| 11.3 | Critically assess and evaluate the planning and implementation of the event (relevant to the undergraduate degree being studied). |

1. **The intended generic learning outcomes**

On successful completion of the module students will be able to:

|  |  |
| --- | --- |
| 12.1 | Communication and presentation skills – achieved through effective written, verbal and non-verbal communication skills.  |
| 12.2 | Information Technology & Numeracy - through the preparation of event planning and proposals, budgets and presentations.  |
| 12.3 | Interactive group skills – evidenced through working with a range of groups throughout the planning and implementation of the event. |
| 12.4 | Problem solving – achieved through the event planning and implementation stages and through completing the self-directed study necessary to complete this module. |
| 12.5 | Ability to self-appraise and reflect on practice – achieved through the event implementation and evaluation stages and specifically the defence interview |

1. **A synopsis of the curriculum**

The module provides a structured opportunity to put into practice theoretical and practical knowledge and skills that students have acquired during their studies, in the context of delivering an event relevant to their programme of study. As such, this module will provide opportunities for students to develop appropriate vocational and applied academic knowledge.

Students will work as part of a group (maximum total of 3 students) in the process of proposing, planning, implementing, reviewing and evaluating an actual event, students will need to integrate market research, marketing, human resource management, leadership, health and safety issues, security, logistical and financial management in an appropriate way. The emphasis is on the processes that surround the actual event itself.

1. An introduction to the events industry
2. The planning cycle for major events
3. Market research and the development of an event concept
4. Human resource planning and management required for running an event
5. Financial planning and management of an event
6. Marketing the event
7. Health, safety and security legislation and procedures
8. Establishing timelines and checklists.
9. Event implementation
10. Event evaluation
11. **Indicative Reading List**

Bladen. C et al (2012) *Events Mangement an Introduction* Routledge London

# Bowdin, G.A.J., Getz, D., & Lashley, C. (2011). *Events Management (3rd Ed).* Oxford: Butterworth-Heinemann.

# Health and Safety Executive (1999). *The Event Safety Guide (2nd Ed)* HMSO. http://www.hse.gov.uk/event-safety/index.htm

Mallen. C Adams. L.J. (2013) Event Management in Sport, Recreation and Tourism Theoretical and Practical Dimensions (Second Edition) Routledge London

Masterman. G. (2014) *Strategic Sports Event Management (3rd Ed*) Routledge London

Parent.M.M Smith-Swan.S (2013) *Managing Major Sports Events Theory and Practice* Routledge London

Robinson, L. & Palmer, D. (2011) *Managing Voluntary Sport Organisation.*  Abington: Routledge.

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**

Self-directed study is a critical element of this module and students are expected to demonstrate a high level of independence and professional development in the way that they carry out the four phases of the event management cycle. The total student workload will be 300 hours, which includes all contact hours and self-directed study.

This module will be taught by a combination of lectures, seminars and project meetings. Case studies and small group tutorials will be used where appropriate.

Lectures 9

Seminars 9

Private Study to read and assimilate lecture material 36

Preparation for Seminars 20

Preparation for and project tutorials 26

Preparation and research for Event 150

Preparation for coursework 50

 300

This combination of formal classroom contact hours, tutorials and independent study will provide students with sufficient time to achieve the subject specific and generic learning outcomes. The lectures, seminar activities, tutorials module reading and the assessment will facilitate the achievement of the subject specific and generic learning outcomes.

**Learning & Teaching methods mapped to ILOs**

|  |  |  |
| --- | --- | --- |
| **Method** | **Subject Specific ILOs** | **Generic ILOs** |
| Lecture  | 11.1, 11.2 |  |
| Seminar | 11.1, 11.2, 11.3 | 12.1, 12.3, 12.4 |
| Event Tutorials | 11.1, 11.2, 11.3 | 12.1, 12.3, 12.4 |
| Independent and Group Study | 11.1, 11.2, 11.3 | 12.1, 12.2, 12.3, 12.4, 12.5 |

1. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

Assessment will be 100% coursework to be submitted in three stages covering the planning & preparation, implementation and evaluation of an event (relevant to the undergraduate degree being studied).

**Assessments mapped to ILOs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Weighting** | **Subject Specific ILOs** | **Generic ILOs** |
| Assignment 1Group presentation | 35% | 11.1 | 12.1, 12.2, 12.3, 12.4 |
| Assignment 2 Group observation | 30% | 11.2 | 12.1, 12.2, 12.3, 12.4, 12.5 |
| Assignment 3Individual defence interview | 35% | 11.3 | 12.1, 12.4, 12.5 |

1. **Implications for learning resources, including staff, library, IT and space**

Teaching space :

Autumn term - 3 hours of classroom time is required in a single block of time (1 hour lecture, 2 hour seminar /project tutorials/consultations).

Spring term – 2 hours of classroom time weeks 13 – 22 for project tutorials/consultations.

Staffing: The module will be convened, delivered and assessed by a member of SSES lecturing staff. In addition to the member of lecturing staff delivering the lectures, seminars, project tutorials/consultations and performing the role of 1st assessor there will be an additional requirement for a second member of staff for marking the coursework elements.

Library: will be provided by utilising existing resources with a view to further expansion as and when required

Information and communications technology: Moodle will be used extensively to support the module delivery. .

1. **The School of Sport and Exercise Sciences recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. **Campus(es) or Centre(s) where module will be delivered:**

Medway