

PROGRAMME SPECIFICATION

for the award of

BA (Hons) Marketing and Events Management

Managed by Oxford Brookes Business School

Date approved:	Programme first validated in June 2018
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended	Nature of amendment	Reason for amendment
28 February 2019	A number of changes were made to the status of modules and the list of optional modules on the programme was reduced.	To create a more coherent and streamlined offering and to ensure the programme is compliant with the University's new Academic Framework (being introduced in September 2020).

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Language of study:	English
Final award:	BA (Hons)
Programme title:	Marketing and Events Management
Interim exit awards and award titles available:	Degree without Honours BAO-MEM Named Diploma in Higher Education DHEN-MEM Diploma in Higher Education Certificate of Higher Education
Brookes course code:	BAH-MEM
UCAS code:	NN58
JACS code:	TBC
HECoS code:	See guidance note G2.2, section 1
Mode of delivery:	Full-time (face to face/on-campus) Part-time (face to face/on-campus) Sandwich mode (full-time), placement in year 3 of study Sandwich mode (part-time)
Mode/s and duration of study:	3 years for full-time 4 years for sandwich mode (full-time) Maximum duration is 8 years
QAA subject benchmark statement/s which apply to the programme:	Subject benchmark statements: General business and management (QAA 2015); Events, Hospitality, Leisure, Sport and Tourism (2016)
Professional accreditation attached to the programme:	None
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

This degree will appeal to students who wish to explore both marketing and events management in depth. This programme gives graduates practical and theoretical skills in both event management and marketing and supports students hoping to pursue careers in a range of areas such as Marketing, Events Management, Events Marketing, Marketing in an Events role.

Marketing is a dynamic and essential business function, providing the vital link between the marketplace and strategic decision making. In a digitally connected world marketers need to be equipped to respond to changes in the business environment faster than ever in order to develop and sustain relationships with a wide range of stakeholders globally, and develop and implement effective strategic marketing plans.

Event management is a type of project management that involves the creation, development, and execution of processes for the production of a diverse range of events. It helps create and develop events such as fairs, conferences, festivals, seminars, trade exhibitions, business meetings, ceremonies and conventions. Events are usually categorised into several groups based on their objectives and goals. Some of these categories are listed below:

- Award functions — films, music, art, science, etc.
- Leisure events — leisure sport, music, fine art, beauty pageants, fashion shows
- Cultural events — ceremonial and religious festivals, heritage, and folklore-related events
- Organisational events — trade exhibitions, business meetings, seminars, conferences, product launches, expos, etc.

This programme is designed to blend critical enquiry with practical insight. It provides graduates with the knowledge, skills and attributes appropriate for effective and ethical management and leadership roles in marketing and event management. It is attuned to the needs of two sectors that provide a wealth of employment opportunities and clear career paths. The programme cultivates creative and entrepreneurial approaches to event management and marketing, and enables students to recognise and fulfil their own potential. On completion of the programme graduates will have developed the intellectual capacity to gather, critically evaluate and synthesise information; to identify, produce and evaluate sustainable events; to design, implement and evaluate effective strategic marketing plans; and the ability to manage their ongoing personal and professional development.

This programme aims to interweave the six principles of Principles of Responsible Management Education (PRME) throughout so that graduates take a responsible approach in their marketing and events careers and are actively engaged in debates surrounding the societal impacts of the sector and its future directions.

This degree will appeal to students who wish to explore marketing in some depth, and thus there is a core 'spine' of marketing management study. This 'spine' of compulsory modules consists of linked modules, one in each year of study, building a framework of marketing principles, management and strategy. More focused compulsory modules, in the areas of digital marketing, integrated marketing communications, and marketing analytics, for example, support this framework alongside modules from the events management and marketing fields, other areas of business and management, and languages.

The content of the marketing modules is designed to acknowledge the changing emphasis within marketing practice and management on digital marketing and analytics. Overall, the compulsory elements of the programme give the graduate a meaningful understanding of the internal and external business and marketing environment, informing their analysis and insights and adding context to their decision making. The academic underpinning within the programme develops rigorous critical and analytical skills as well as an understanding of the evolution and direction of theoretical thinking in the marketing field. Overall, the programme provides a broad foundation of marketing knowledge and skills from which to develop, deliver and support what a potential employer needs.

The events management industry is buoyant. As events become larger, more popular and important in our lives and culture, so events managers need to be confident, knowledgeable and inspirational to match

expectations. This programme gives graduates practical and theoretical skills in all aspects of event management. The events management elements of the programme comprise compulsory modules that progressively build students' understanding and knowledge in core event management disciplines.

The programme benefits from close association with our sister Department; the Oxford School of Hospitality Management. The School is recognised as a centre of international research for hospitality and tourism and shares modules with this programme, for example, Festival & Cultural Events Management. In addition to other vertical sectors, events management has a vital role in hospitality and tourism. Additionally the location of the University is beneficial to students studying events management, being equidistant from both London and Birmingham; two cities with a buoyant events industry.

This programme has been designed to appeal to both UK and international students. Overall, the programme's combination of theory, application and personal development means that the graduate has the understanding and the confidence to be flexible in fitting into any kind of organisation for a range of careers in events or marketing management in the UK or overseas. The optional placement year is particularly valuable in this respect. Additionally, graduates are well equipped for further study, whether postgraduate education or continuous professional development (CPD).

In addition, the emphasis within the programme on application allows the graduate to use those skills and knowledge to work on live projects for client organisations and to interact with practitioner guest speakers from a wide range of organisations and holding a variety of marketing and events management posts. Throughout the programme, the graduate is required to reflect upon, map and plan their personal development in terms of their employability. This is further enhanced for graduates who have chosen to undertake a placement year and/or extra-curricular opportunities for internships or volunteering. In addition, there are compulsory modules focusing on employability at levels 5 and 6.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

1. Demonstrate a critical appreciation of a customer-centric approach to events and marketing, including the ongoing evolution of the marketing concept and event practice and emerging practitioner concerns such as social media, digital marketing and event and marketing analytics, with due regard for their role and significance in the wider strategic organisational context.
2. Appraise, prioritise and manage the impact of factors arising in the business, cultural, regional and global environments on a diverse range of organisations.
3. Demonstrate an understanding of the importance of, and processes and practices involved in, the management and organisation of the marketing function, and in the planning, control, integration and evaluation of effective marketing strategies, programmes and operations.
4. Develop and implement creative and comprehensive event plans based on industry standards, strategic planning and resource management and establish objective measurement and audit criteria for highly complex sustainable events, whilst minimising and managing risk.
5. Manage and prioritise the creation and development of stakeholder relationships to facilitate the effective and efficient management of marketing and events functions.
6. Develop and strengthen the short- and long-term strategic competitive capabilities of organisations operating in diverse domestic, international and global markets by building upon a sound understanding of environmental contexts, and business, marketing and events management principles.

3.2 RESEARCH LITERACY

7. Select and critically apply appropriate research methods and tools of qualitative and quantitative data analysis, decision-making and evaluation to design and implement creative solutions to a wide range of complex business, marketing and events problems and scenarios in diverse contexts across the globe.
8. Devise, substantiate, sustain and where necessary refute arguments contributing to decision making, informed by both critical enquiry and practical insights, and using appropriate means of dissemination.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

9. Operate as a reflective practitioner by synthesising reflection on their personal experience and feedback from others in the professional environment in order to evaluate their own performance and recognise the need and opportunities for further personal and professional development.
10. Manage their own learning progress by developing an awareness of their own learning strategies and by developing the study skills to become an effective and efficient learner.
11. Express ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes.
12. Work productively as part of a team in a variety of team structures and facing a variety of types of task, with reflection on their own role and contribution, including their interaction with others.
13. Develop and manage relationships with a diverse range of internal and external stakeholders, and facilitate consensus-building in situations where competing needs and views exist, to achieve success.

3.4 DIGITAL AND INFORMATION LITERACY

14. Use IT tools and digital media effectively, efficiently and flexibly for the purposes of information gathering, collation and analysis, with appropriate adaptation for the nature of the problem-solving task under consideration.
15. Adopt IT tools and digital media as appropriate to aid the effective communication and presentation of ideas, and as a means of disseminating, exchanging and facilitating the evolution of material for team-based tasks.
16. Demonstrate an understanding of, and competence in the strategic use of IT, digital media and analytics in the context of marketing and events management.

3.5 ACTIVE CITIZENSHIP

17. Articulate the value of a strong commitment to personal and corporate ethics, professionalism and social responsibility as an essential foundation for the internal management and operations of the organisation and the management of external relationships.
18. Develop and implement a set of professional values based upon a critical appreciation of their own and others' cultural perspectives, incorporating approaches to corporate citizenship and consideration of personal standards of integrity, honesty and fairness. These values should pay due respect to legal, professional and ethical codes of practice within all internal and external relationships, and with due regard for the well-being of society and the cultures within which the organisation operates.
19. Develop skills in intercultural understanding and communication within diverse groups.
20. Actively engage with, and become a part of the marketing and events practitioner communities through, for example, participation in briefs for client organisations which address their real-world problems and engaging in debates about the future shape of the sectors.

21. Critically evaluate the impact of marketing and a diverse range of events on the business, cultural and global environments

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
MARK-4003	Marketing in Context	30	4	Compulsory	100% CW
MARK-4001	Foundations for Academic Success	30	4	Compulsory	100% CW
MARK-4004	Marketing Research	15	4	Compulsory	100% CW
EVNT-4002	Developing & Planning Events	15	4	Compulsory	100% CW
EVNT-4001	Context of Global Hospitality, Tourism & Events	15	4	Compulsory	100% CW
ACFI-4004	Accounting & Financial Information	15	4	Compulsory	100% CW

EVNT-5001	Sustainable Event Project, Risk & Performance Management	30	5	Compulsory	100% CW
EVNT-5002	Principles of Event Marketing	15	5	Compulsory	100% CW
MARK-5006	Integrated Marketing Communications	15	5	Compulsory	100% CW
MARK-5010	Digital Marketing	15	5	Compulsory	100% CW
HOTO-5004	Festival & Cultural Events Management	15	5	Compulsory	100% CW
BMGT-5021	Research Methods	15	5	Compulsory	100% CW

BMGT-5038	Placement Search and Preparation	Non-credit	5	Compulsory (for sandwich mode)	100% CW
BMGT-5027	Placement	15	5	Compulsory (for sandwich mode)	100% CW

One module from:					
MARK-5012	Exploring and Enhancing Employability	15	5	Optional	100% CW
EVNT-5003	Enhancing Employability in Events Management	15	5	Optional	100% CW

BMGT-5007	Environmentally Sustainable Business	15	5	Optional	100% CW
BMGT-5008	Independent Study in Business	15	5	Optional	100% CW
MARK-5009	Managing the Customer Experience	15	5	Optional	100% coursework
BMGT-5013	Creativity and Innovation	15	5	Optional	30% CW 70% Written Exams

MARK-5008	Product and Brand Management	15	5	Optional	100% CW
ACFI-5013	Applied Financial Skills	15	5	Optional	100% CW
BMGT-5004	Business Strategy for Competitive Advantage	15	5	Optional	100% CW
HOTO-5005	Food, Drink and Culture	15	5	Optional	100% CW

MARK-6004	Professional Practice	15	6	Compulsory	100% CW
MARK-6005	Strategic Marketing Management	30	6	Compulsory	50% CW 50% Written Exams
EVNT-6001	Event Management in Practice	30	6	Compulsory	100% CW

MARK-6002	Contemporary Issues in Marketing Management	15	6	Optional	100% CW
MARK-6003	International Marketing	15	6	Optional	80% CW 20% Practical Exams
MARK-6007	Marketing Analytics	15	6	Optional	100% CW
MARK-6009	Contemporary Consumer Behaviour	15	6	Optional	100% CW
EVNT-6002	Contemporary Issues in Responsible Leadership	15	6	Optional	100% CW
BMGT-6020	Independent Study	15	6	Optional	100% CW

No more than one module from:					
MARK-6008	Dissertation in Business and Marketing Management	30	6	Optional	100% CW
EVNT-6003	Dissertation in Events Management	30	6	Optional	100% CW

Language Modules: No more than 2 credits from

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
FREN-4004	French B1 (1)	15	4	Alternative acceptable	100% CW
FREN-4005	French B1 (2)	15	4	Alternative acceptable	60% CW 40% Written Exams
FREN-5002	French B2 (1)	15	5	Alternative acceptable	100% CW
FREN-5003	French B2 (2)	15	5	Alternative acceptable	50% CW 50% Written Exams
GERM-4004	German B1 (1)	15	4	Alternative acceptable	100% CW
GERM-4005	German B1 (2)	15	4	Alternative acceptable	60% CW 40% Written Exams

CHIN-5001	Mandarin Chinese 2A	15	5	Alternative acceptable	100% CW
CHIN-5002	Mandarin Chinese 2B	15	5	Alternative acceptable	70% CW 30% Written Exams
JPNS-4006	Japanese 2A	15	4	Alternative acceptable	60% CW 40% Written Exams
JPNS-4007	Japanese 2B	15	4	Alternative acceptable	60% CW 40% Written Exams
SPAN-4004	Spanish B1 (1)	15	4	Alternative acceptable	100% CW
SPAN-4005	Spanish B1 (2)	15	4	Alternative acceptable	60% CW 40% Written Exam
SPAN-5004	Spanish B2(1)	15	5	Alternative acceptable	100% CW
SPAN-5005	Spanish B2 (2)	15	5	Alternative acceptable	60% CW 40% Written Exams
INSE-5005	Academic English for Business Purposes	15	5	Alternative acceptable	100% CW
INSE-5006	Higher Academic English Skills	15	5	Alternative acceptable	100% CW

4.2 PROGRESSION AND AWARD REQUIREMENTS

Compulsory for Degree

EVNT-5001 Sustainable Event Project, Risk & Performance Management
 EVNT-5002 Principles of Event Marketing
 MARK-6005 Strategic Marketing Management
 EVNT-6001 Event Management in Practice

Compulsory for named Dip HE

MARK-5010 Digital Marketing
 EVNT-5001 Sustainable Event Project, Risk & Performance Management
 EVNT-5002 Principles of Event Marketing

Compulsory for Honours Degree, Degree & Named Dip HE for Sandwich mode students only

BMGT-5038 Placement Search and Preparation
 BMGT-5027 Placement

4.3 PROFESSIONAL REQUIREMENTS

N/A

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching, Learning and Assessment

5.1.1 Introduction

This programme's Teaching, Learning and Assessment (TLA) strategy has been designed to provide a coherent and co-ordinated approach to progressive achievement of the Brookes

Attributes that are necessary for a career in marketing and/or event management and for postgraduate or CPD-orientated study.

5.1.2 Academic Literacy

Our core approach to teaching and learning blends critical enquiry with practical insight and has a strong vocational focus. This lends itself well to an applied perspective, with the incorporation of live projects and practitioner involvement in the delivery and assessment of the modules. There is a mix of academic and practitioner input into teaching, assessment and feedback where possible. Practitioner involvement may work on a number of levels, through guest speakers, input into assessment task design, and assessing and feeding back to students on their problem-solving approaches and the practicality/viability of the solutions they devise. Nevertheless, even where employers are not directly involved, we will ensure that where appropriate and relevant, tasks are authentic and firmly rooted in the real world.

Complementing this, the approach to module design has not lost sight of traditional university values of engagement with conceptual and theoretical thinking, thus enabling an integrated focus on blending critical enquiry and practical insights.

In order to deliver this, contact hours comprise a mix of lectures (including guest speakers as well as more theory-based material), seminars, workshops and tutorials. The students' approach to enquiry is supported and structured through, for example, in-class exercises, debates, discussions and case study analysis, during their contact hours. In general, a single module (15 credits) comprises 150 hours of study including 24 hours contact time (lectures, seminars/workshops) and 126 hours of independent study (reading, coursework preparation, revision etc.).

Assessment tasks take a variety of forms, reflecting students' varying learning styles, the programme's learning outcomes, and the demands of an EBL approach, including: individual and group assignments (including, for example, case studies, essays, reports, presentations) and examinations. A balance of both individual and group-based assessments is included, at each level of study, in order to ensure that all the programme learning outcomes are fully assessed. This balance is carefully managed across the compulsory core modules at programme level to ensure the delivery and assessment of the programme's stated learning outcomes.

The need for formative assessment early on in the programme of study, and, indeed, throughout the programme is recognised fully, together with the value of 'feedforward' opportunities provided by the programme structure. Face to face feedback is used to supplement written feedback on at least one module at each level, with significant resources invested in face to face feedback in the two level 4 double compulsory modules; Marketing in Context (MIC) and Foundations for Academic Success (FAS).

The assessment strategy is aligned with the University's Assessment Compact which requires that a programme-wide view is taken of assessment strategy, management and implementation, as well as providing opportunities within the programme for student to become involved in assessment through mechanisms such as, for example, peer review. At module level, nominated internal moderators review module guides and proposed coursework briefs before they are issued to students, and part of that review involves compliance with the Compact's requirements on the alignment of assessment tasks with module learning outcomes and the provision of clear marking criteria. More experienced staff are partnered with less experienced (or newly appointed) staff to help them understand the implications of the Compact. Student awareness of the Compact and its implications is addressed in Foundations for Academic Success level 4 module, which is the module in which the requirement for students to engage in activities designed to develop assessment literacy is explicitly fulfilled, although these literacies are then further reinforced at levels 5 and 6.

The overall goal is to engage with and apply marketing, event management and broader business theory in a critical and professional manner. In order to build students' knowledge, expertise and skills, and lead them towards tackling increasingly complex problem-solving scenarios integrating

different areas of study, programme progression is coherently mapped between years, supported by a strong prerequisite structure that is more than just rhetoric. There is also an explicit development of autonomous learning through the programme.

In the core modules of Developing and Planning Events, Sustainable Event Project, Risk & Performance Management and Principles of Event Marketing students develop core events management subject expertise and professional skills such as; project and risk management, resource allocation and management, event design, marketing and creativity.

In the core modules of Marketing in Context, Principles of Event Marketing and Strategic Marketing Management students develop their core knowledge of marketing concepts, such as the importance of the customer, marketing tools, and the development, implementation and management of strategic marketing plans. There is also an emphasis on developing their practical expertise

5.1.3 Research Literacy

The Business School encourages students to genuinely value research and this programme helps them develop the skills to be active and successful participants in the research process. A research-informed curriculum, together with teaching approaches that encourage debate and discussion, are underpinned by dedicated research skills training and practice in core modules.

Students are introduced to research approaches and skills in the compulsory core modules, and encouraged to practice and reflect on these skills particularly the level 4 modules Marketing Research and Developing & Planning Events.

In the compulsory level 5 module Principles of Event Marketing, students build on research skills developed in the first year. Students critically engage with disciplinary research across a range of level 5 compulsory and optional modules. Research Methods module prepares students for undertaking a dissertation, using appropriate methodologies in their final year.

By level 6 students are expected to have research skills that are sufficiently well developed to facilitate more independent learning and to enable them to synthesise knowledge. Students have the opportunity to undertake a dissertation in their final year, or to practice and hone their research skills within one of the other level 6 optional modules, for example, Contemporary Issues in Marketing Management, Contemporary Issues in Responsible Leadership, or Independent Study modules.

Wherever possible, module teams comprise academics with complementary interests and skills, both subject-based and pedagogic. Optional modules in particular have been designed to reflect areas identified as departmental research strengths. Furthermore, the department's researchers bring their current research activities to the classroom within the level 6 modules Contemporary Issues in Marketing Management and Contemporary Issues in Responsible Leadership. While due regard is given to critical engagement with relevant theory and current research throughout the programme, these modules act as a focal point to expose students explicitly to those who are extending the boundaries of the subject through research, and enabling them to become directly involved as researchers themselves. This initiative is consistent with the EBL philosophy of the programme, and not only helps to further develop the students' conceptual thinking skills and their practical research skills, but might also serve to encourage some of them to consider further Masters' or PhD level study.

5.1.4 Critical Self-awareness and Personal Literacy

Critical self-awareness and personal literacy is reflected in the intention of this programme that students will develop the skills required to manage their learning consciously, at university and beyond, to assist both in their academic careers and in the workplace.

The purpose and value of Personal Development Planning (PDP) for personal, educational and career development, together with a vehicle for recording progression and achievement via the BRISC app are introduced within the compulsory level 4 Foundations for Academic Success module.

The depth and complexity of PDP activity develops with progression through the programme via the compulsory 'Enhancing Employability' module (level 5) and Professional Practice (level 6) in parallel with teaching & learning development, so that graduates will be equipped to articulate a confident and informed sense of purpose; to make appropriate career choices; to articulate to potential employers their ability to add value to an organisation; and to recognise and engage with further development as lifelong learners. Graduates of this programme should recognise their own worth and foresee how their particular strengths might fit into a given workplace scenario, while also recognising their further personal development needs.

PDP activities and opportunities (for planning, doing, recording and reflection) are integrated within the curriculum, at each level of study, and such activities are closely linked with both the Academic Adviser system and the Placement Tutor scheme (for sandwich mode students).

As students move through the programme, they are thus encouraged to develop independent thinking, and improve their interpersonal skills. They should move from dependent to independent learning, as part of a seamless, continuous process, becoming more autonomous learners in their final year.

Additionally, the ability to work collaboratively and function well in diverse groups is another important aspect of self-awareness and personal literacy addressed in the programme. Being able to work well in groups stimulates creativity, reflects the nature of real working environments, underpins employability and can promote skills development in areas such as negotiation, influencing skills and cross-cultural communication. A number of field trips give the student cohort a sense of identity and provide the opportunity to gather real world experience.

In summary:

- Level 4: Basic elements of independent learning skills are introduced and practised in smaller, very closely defined tasks with a high level of tutor support and feedback.
- Level 5: Shift in emphasis to the practice and development of those skills through larger and more complex tutor-defined tasks requiring a greater degree of interpretation and project management skills; at this level the intensity of student-tutor interaction is reduced, while still maintaining a culture of tutor guidance and support, to provide a 'stepping stone' to more independent learning at level 6.
- Level 6: Provides opportunities for students to define their own areas of study or learning needs within the framework of a module, thus parameters set by tutors might be quite broad; at this level the tutor is acting more as a resource and a facilitator.

There are clear links between the programme's assessment and feedback strategy and the EBL philosophy, and the increasing complexity and integration of assessment tasks, requiring more holistic feedback.

5.1.5 Digital and Information Literacy

Digital and information literacy refers to the development of skills that enable students to become confident and agile users of a range of technologies for personal, academic and professional purposes. Clearly, high levels of digital and information literacy are essential if students are to succeed academically and professionally. The programme has been constructed to ensure staged development of digital and information literacy skills (including library skills), specifically through module content, assessment and learning tasks. The development of the following skills has been embedded in compulsory modules:

- Managing digital information – Information literacy, developed initially at level 4, includes the ability to search for, retrieve and store information online, to evaluate online/digital information, and to cite such information correctly using the Harvard reference system.
- Communicating effectively online – Within the programme students learn to use online communication tools and technologies effectively for exchanges with a wide range of stakeholders. Students will learn to use email effectively, for example, for exchanges with staff, external organisations and professional bodies. Students also have the opportunity to participate in online discussion boards and other online community activities, for example, via engagement with both programme- and module-level Brookes Virtual sites. The use of social media and online communication technologies is embedded within the programme and students are engaged in real-world learning through, blogging, online discussion forums, and through managing their professional external profile. At level 4, Developing and Planning Events module provides students with an opportunity to create a Student Society for their own programme linking this with a charity of their choice; this will require integration of social media and other online communication channels.
- Managing group interactions and collaborating digitally – Foundations for Academic Success module will provide students with an early opportunity to develop digital literacies by working in virtual teams as part of an assessed online collaborative activity. In other modules, students will, where appropriate, have the opportunity to utilise group discussion boards in support of group work activity.
- Using digital tools to reflect on, record and manage learning – This programme will use the BRISC app to support students' PDP activity by providing a 'home' for student development records and reflective commentaries.
- Project management including resource allocation models and risk management through tools such as Microsoft Project through module Sustainable Event Project, Risk & Performance Management.

Information technology capabilities are of course essential to effective functioning in marketing and events management. The programme reflects this by providing students with the skills to enable them to make both tactical and strategic use of a range of generic and industry specific information and communication technologies.

5.1.6 Active Citizenship

Programme learning outcomes have been developed to embed a questioning approach to ethics and to enable students to develop cross cultural sensitivity, global perspectives and a sense of active citizenship. While the compulsory level 4 module Foundations for Academic Success gives an explicit induction and foundation for these concepts, they are also embedded in the content and approaches to curriculum, teaching and learning throughout the core of the programme for example in Developing and Planning Events, Context of Global Hospitality, Tourism & Events and Sustainable Event Project, Risk & Performance Management. At level 6 in Event Management in Practice, the programme also provides students with an opportunity to engage with the wider community through creation of an event during their final year.

Foundations for Academic Success in particular is designed to focus on management practice within a multicultural context and will give students a positive early taste of academic group work, help to broker bonds/friendships between culturally diverse new students and assist in the development of intercultural competences as students learn to become 'active citizens'. In other modules on the programme, at levels 4, 5 and 6, students will be encouraged to draw on their cultural diversity to offer insights into differing business and consumer cultures from across the world. The programme's approach to disciplinary content (e.g. contexts, case studies and examples) and particularly the incorporation of live projects at all levels, reflects the commitment towards active citizenship and ensures that the development of intercultural competences and external community engagement extends beyond level 4.

The international focus of this programme reflects the truly global nature of these industries. Students are encouraged to explore and view the world from different perspectives, sharing personal and cultural experiences in drawing on research expertise from within the Business School and beyond. The learning environment and learning experiences are specifically designed to help students develop international and inclusive perspectives. The programme will also provide unique insights into social enterprise and business development in rural and emerging economies greatly enhancing students appreciation of the positive impact events management can have on tourism and consequently on such communities.

The programme has been designed to facilitate student international study exchanges during year 2 (by avoiding the use of two semester double modules at level 5), and international placements between the second and final year of study. It is recognised that supporting students' international mobility will enhance their employability in an international context as well as broadening their personal horizons. Staff exchanges are also encouraged and supported and it is envisaged that a more flexible, team-based approach to module delivery will make it easier for staff to commit themselves to short- or longer-term exchanges.

Students are actively encouraged to adopt (or continue study of) a language from year 1 and these opportunities are communicated at induction. Students may then continue their language study throughout their degree. It is recognised that an increase in the take-up of languages is fundamental to reduce barriers to both overseas study and work placement opportunities.

The department is committed to embedding an international dimension and an outward-looking engagement with the wider community to the curriculum content of each module. The choice of case studies, examples, assignment topics, and the range of research feeding into a module will be informed by the need to present an international and/or applied perspective on the interpretation of theories and concepts.

5.2 Assessment regulations

The programme conforms to the University's Academic Regulations; section B2 **Undergraduate Modular Programme Regulations** <https://www.brookes.ac.uk/regulations/current/specific>

The Programme also embeds the principles and practices within the **Brookes Assessment Compact**. Assessments are carefully designed to contribute to formative developmental feedback and can incorporate peer feedback as well. All module guides include specific assessment criteria which are clearly communicated and an assessment calendar is also produced.

https://www.brookes.ac.uk/services/ocslid/resources/assessment/assessment_compact_09.pdf

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

Please see the University's [general entry requirements](#)

Information regarding typical offers is available via the course entry in the University's on-line prospectus.

The programme welcomes for consideration applications from applicants with non-standard qualifications.

The following specific entry requirements apply to this course:

GCSE: Mathematics (grade 4 or above), English (grade 4 or above), or equivalent qualifications

English language requirements: Please see the University's [standard English language requirements](#)

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable.

SECTION 7: PREPARATION FOR EMPLOYMENT

This programme prepares students for a career in marketing and / or events management, either client- or agency-side. The appeal of these graduates to a potential employer is that they could fit comfortably into a variety of roles within these broader areas.

Graduates of this programme understand marketing within a dynamic international context. They may choose to focus on marketing-specific careers such as marketing management, product/brand management, market research, digital marketing, direct marketing or customer relationship management among others.

The events management industry is a buoyant one and as such offers graduates a wide range of opportunities. Graduates from this programme would be able to move into a number of different functions within events, including organisational and planning roles, sales, marketing or financial roles. The programme equips them with an appreciation of the sustainability of events through exposure to Principles of Responsible Management (PRME); this is a growing theme in the events industry. Students are also introduced to global industry frameworks such as ISO20121 Sustainable Event Management; which allows them to bring new thinking into the workplace.

They are adaptable in recognising the differing needs of organisations that are diverse in terms of their nature, purpose, size, structure and culture. They have not only developed the functional knowledge, but also the strategic thinking and other transferable skills, and the ability to apply them in practice, that equip them to develop into effective, confident, reflective managers in the fields of marketing and / or events.

Employers have played an important role in the development of our suite of Marketing and Events programmes to ensure that all the learning outcomes of the programme are defined and delivered so that they are relevant to the needs of the workplace, thus ensuring that our graduates are able to offer what potential employers seek. A range of employers were involved in the development of a variety of aspects of this programme. Employer representatives have contributed to the development of subject specific content and employability skills more generally, and employer representatives will remain involved in the ongoing development of the programme in the longer term.

The majority of our academic staff, as well as all our Associate Lecturers, have relevant practitioner experience which plays a part in keeping the content of the modules well grounded in reality and relevant to the needs of today's employers. The programme team maintain and actively develop industry relationships with a range of companies: from SMEs to blue chips, including both marketing and events management specialists. The maintenance of such strong linkages has ensured the building of a sound foundation for the credibility and differentiation of the programme.

This experience is disseminated through, for example, day-to-day teaching, guest lectures/ external speakers and case study development. Through applied assessments, students are encouraged to develop and practise relevant employability skills.

Programme learning outcomes have been developed to ensure that due emphasis is given to employability skills. Issues relating to employability and professional practice are increasingly addressed through the programme, from Foundations for Academic Success, through an 'Enhancing Employability' module at level 5, culminating in the level 6 Professional Practice module which focuses students on the realities of working in their chosen field. These modules also ensure a strong thread of personal and professional development throughout the programme. Support for the PDP process, and its resulting record of progression and achievement with due reference to career aims and goals, will further enhance the employability of students graduating from this programme.

Students are also strongly encouraged to take advantage of the opportunity to undertake a one year placement (or shorter internship) in order to enhance their employability and gain vital experience through work-based learning. The Work and Voluntary Experience Service (WAVES) supports sandwich-mode students in applying for and securing a work-placement. During the placement year itself students are

supported by an assigned Placement Tutor who remains in regular contact with the student and their line manager and conducts at least one meeting at the student's place of work. WAVES also supports students in identifying volunteering or internship opportunities. Voluntary work associated with local community events, for example, provide additional opportunity for the development of students' employability skills.

The University Careers Service offers guidance on career planning as well as practical advice on CV writing, mock interviews and assessment centres, tutorials and careers counselling. Its online vacancies database, Talent Bank, details internship and graduate job opportunities plus volunteering and project work.