OXFORD
BROOKES
UNIVERSITY

PROGRAMME SPECIFICATION

for the award of

MSc International Events Management

Managed by Oxford Brookes Business School

Date approved:	February 2017
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

Date amended	Nature of amendment	Reason for amendment
February 2018	Change to length of placement. Introduction of dedicated dissertation module for PG Marketing and International Events programmes.	To address logistical issues in terms of students being able to secure placements. To enable the Department to manage its own dissertation run, relevant for specialist subjects and to allow staff to manage the dissertation process more efficiently.
May 2018	Replace P58208/MARK-7007 with P58220 Events Practice for sandwich mode students. Duration of sandwich mode extended to 2 years. Replace P58217/ MARK-7015 with P58201/MARK-7001 Digital and Social Media Marketing Strategy	To address problems caused by the difficulties facing students in securing shorter term placement positions. To better reflect the change in length of the placement. Changes to the digital curriculum were developed by a digital task group within the Department that was responsible for evaluating and updating the digital provision across the programmes delivered by the Department.

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Language of study:	English
Final award:	Master of Science
Programme title:	MSc International Events Management
Interim exit awards and award titles available:	PGC-IEM: Postgraduate Certificate in Events Management PGD-IEM: Postgraduate Diploma in Events Management
Brookes course code:	BH83 / MSC-IEM
UCAS code:	60453
JACS code:	N200
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) 2 years Sandwich mode (full-time)
Mode/s and duration of study:	1 Year for full time 2 Years for part time 2 years Sandwich mode (full-time) Maximum duration is 5 years
QAA subject benchmark statement/s which apply to the programme:	**Master's degrees in Business and Management (2015)**
Professional accreditation attached to the programme:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ Specific Regulations for Postgraduate Taught Programmes also apply. http://www.brookes.ac.uk/regulations/current/specific/b4/

SECTION 2: WHY STUDY THIS PROGRAMME?

For staff profiles please click here Staff CV's

2.1 Rationale for/ distinctiveness of the programme

The programme offers students an opportunity to gain relevant knowledge, skills and competencies to complete a Master's degree in International Events Management. This is a conversion programme designed for students who have limited events management experience. However, the programme has sufficient flexibility to offer students with some events background the opportunity to further develop their knowledge and skills in a range of events management related areas.

Research continues to show that contemporary organisations are looking for individuals who have not only theoretical understanding but also the skills and competencies to apply this knowledge in the international events management context. In response to this need, our approach to programme development has been to design a coherent and co-ordinated series of modules that blend conceptual and theoretical management thinking with the opportunity to develop practical insight and application.

Within this context, students are expected to be independent learners and for many this is a new experience. Therefore the programme includes support not only in developing the academic skills of students as they transition into the programme, but also the skills required for future employment and career development. Most notably, but not exclusively, this occurs in the modules Research Methods for Events and Marketing and Professional and Academic Development. Not only does this support provide an element of additional distinctiveness to this programme, it helps create an overall learning environment in which students can grow in confidence in their own abilities and gain the knowledge and skills needed to meet their own career aspirations.

2.2 Aims of the programme

The MSc International Events Management programme provides postgraduate management education to graduates seeking to become professional events managers or who want to develop detailed insight into this important business discipline. This MSc International Events Management will take students with a limited knowledge of events management to an advanced level of critical understanding of the most important and current events management concepts, approaches and informing frameworks within an international and multicultural context, developing the ability to undertake research on topics relevant to the context and content of international events management. Students with some events background will be able to deepen their understanding and experience and explore the academic underpinnings of their sector.

On successful completion of this MSc programme, students will be able to analyse the international events environment from a variety of perspectives and to critically evaluate the relationship between the global events environment, and strategic decision making with a particular emphasis on ethical practice, corporate social responsibility and cultural diversity.

The achievement of these aims will provide our MSc International Events Management graduates with the entry level skills and knowledge required to build a range of careers in events management across commercial and non-commercial sectors. The opportunity to choose between the dissertation or client project, will provide the scope for students to further develop their specialist skills and knowledge in an area of particular interest.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

3.1 ACADEMIC LITERACY

1. Deliver creative, comprehensive and responsible international event plans based on industry standards and establish objective measurement and audit criteria for highly complex sustainable events, whilst minimising and managing risk.
2. Critically evaluate the management of events to meet mission, goals, objectives and strategy within the event's scope, time and budget.
3. Produce and follow project plans for events and maintain a flow of activities by ensuring key resources and personnel are in place.
4. Strategically manage and prioritise creation and development of stakeholder relationships to facilitate event success.
5. Appraise, prioritise and manage the impact of contemporary and cross cultural factors arising in the business events environment.
6. Critically evaluate the impact of a diverse range of events on the business, cultural and global environments.

3.2 RESEARCH LITERACY

7. Construct creative and innovative complex arguments integrating qualitative and/or quantitative sources.
8. Critically evaluate evidence and the arguments of others using judgement to assess the validity of conclusions drawn.
9. Design and undertake a sustained piece of research on a topic relevant to the context and content of international events management (also Digital and Information Literacy).
10. Apply complex research and communicate findings using a range of media e.g. reports, presentations (also Digital and Information Literacy).
11. Apply theories and methodologies underpinning systematic management research and the ethical issues that inform research methods (also Active Citizenship).

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

12. Make sound and appropriate decisions based on cross cultural, moral, ethical, environmental and legal issues that underpin best practice in the international event sector.
13. Critically assess the work of self and others and conceptualise this into personal development plans.
14. Identify, critically evaluate and maintain capabilities and qualities to support effective communications in international events management contexts.
15. Facilitate consensus building among stakeholders.
16. Work productively as part of a team and demonstrate the ability to reflect on own role and contribution, including interaction with others.
17. Operate effectively and flexibly whilst working to deadlines.

3.4 DIGITAL AND INFORMATION LITERACY

18. Apply appropriate analytical and research tools in the international events environment.
19. Effectively utilise open access technologies and digital media as tools to aid research, communication and presentation. (also Critical Self-awareness and Personal Literacy).
20. Utilise open access technology effectively, efficiently and flexibly for the purposes of information gathering, collation and analysis, to inform decision making and with appropriate adaptation for the nature of the problem solving task under consideration.
21. Demonstrate the application of IT and digital media in the context of developing and delivering sustainable international events.

3.5 ACTIVE CITIZENSHIP

22. Identify and evaluate the global environmental influences that impact the international event management sector.
23. Work productively as part of a team in a variety of team structures and facing a variety of types of task.
24. Articulate the value of a strong commitment to personal and corporate ethics, professionalism and social responsibility as an essential foundation for the management and operations of events.
25. Synthesise a cross cultural perspective within global strategic events management to inform decision making.
26. Analyse and appraise the impact of the international business environment and considerations of ethics and corporate social responsibility upon decision making from a sustainable event management perspective.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ACFI-6004	Finance & Accounting for Business	10	6	Compulsory	100% CW
BMGT-7012	Leadership & Management International Perspectives	10	7	Compulsory	100% CW
MARK-7001	Digital & Social Media Marketing Strategy	20	7	Compulsory	100% CW
MARK-7003	Professional and Academic Development	10	7	Compulsory	100% CW
MARK-7006	Research Methods for Events and Marketing	10	7	Compulsory	100% CW
MARK-7008	Developing the Sustainable Event	20	7	Compulsory	100% CW
MARK-7011	Delivering the Sustainable Event	20	7	Compulsory	100% CW
MARK-7012	Principles of International Events Marketing	10	7	Compulsory	100% CW
MARK-7016	Contemporary Issues in Events Management	20	7	Compulsory	100% CW
MARK-7021	Events Practice	20	7	Compulsory for sandwich module students only	100% CW
BMGT-7028	Client Project	50	7	Alternative Compulsory	100% CW
MARK-7022	Dissertation for Marketing and Events	50	7	Alternative Compulsory	100% CW
BMGT-7011	International Business in Practice: Study Trip	0	7	Optional	100% CW
BMGT-7036	Independent Study	20	7	Optional	100% CW

INSE-4001	Academic English for Postgraduate Studies	0	4	Optional	100% CW
INSE-4002	Academic English for Postgraduate Research	0	4	Optional	100% CW

4.2 PROGRESSION AND AWARD REQUIREMENTS

For the PG Certificate and PG Diploma there are no compulsory modules. Students must achieve 60 Credits for the PG Certificate and 120 Credits for the PG Diploma from the above list of modules.

4.3 PROFESSIONAL REQUIREMENTS

Not applicable

SECTION 5: TEACHING AND ASSESSMENT

5.1 TEACHING AND LEARNING

The approach to teaching, learning and assessment on this programme is progressive, in so much as learning is intended to be developmental and supportive; and inclusive to accommodate the range of learners that this programme caters for. For example, whilst this is a conversion programme, there will be students with varying degrees of previous events marketing exposure (knowledge and/or experience). The international appeal of this programme means that students will also enter the programme with very different prior learning experiences.   As such, Research Methods for Events and Marketing has been developed, in part, to extend induction and orientation activities to ease the transition experience. It includes, for example, contextualised academic development sessions such as (level 7) critical thinking, information/database searching and assessment preparation. Professional and Academic Development picks up this support and development in the second and final semester. As the module progresses, it provides students with the opportunity for personalised skills/knowledge reflection and subsequent action-planning, ultimately enabling the student to gain a critical understanding of themselves in relation to their career aspirations. In this sense, the module moves learners through an individualised continuous developmental continuum, from transition in to the programme to preparation beyond graduation.

Teaching methods throughout the programme are student-centred, typically within a lecture/seminar or longer workshop format. Classes involve, for example, tutor input, analysis of case studies, problem-solving activities, presentation of papers, analysis of data for decision making, directed reading and hands on events activity. There are also opportunities for work-based learning in Client Project an alternative to the dissertation where you work to a client brief. Students have the opportunity to engage in optional paid work experience at the end of the programme, this is assessed by Events Practice module which is compulsory for the sandwich mode and, although work experience is not guaranteed, WAVES provide students with support to help secure a placement. Students are encouraged to contribute through both individual and group activities during classes but also in similar activities outside of normal classroom contact time. For example, students will be expected to organise themselves to undertake group or individual research activities, directed reading, assessment preparation, and other autonomous learning activities. The programme has an emphasis on the development and application of research skills, reflecting the view that a successful career is likely to depend increasingly on a capacity for conducting well-grounded empirical and literature-based research and analysis.

5.2 ASSESSMENT METHODS

Assessment methods have been designed to support the teaching and learning process, and where possible provide a vehicle *for* learning rather than an assessment *of* learning; for example, in Developing the Sustainable Event and Delivering the Sustainable Event modules, the delivery of a live event is a practical on going teaching, learning and assessment activity. Module-level interactions will prepare students for the assessment process through structured activities with both peer and tutor feedback. It is important to help students develop their assessment literacies and ability to make informed judgements,

and activities on each module are therefore designed to encourage dialogue between tutors and students so that this can be achieved. The Dissertation and Client Project are self-managed activities organised by students, and supported by a tutor in the role of Supervisor who will provide regular feedback on progress.

In terms of assessment type, students are assessed in a number of ways, including individual and group reports and presentations, portfolios, reflective statements, and open briefs that encourage individual creativity. Students are actively encouraged throughout the programme to work in teams to facilitate and enhance their own and collective learning; however individual assessments afford the students the opportunity to adequately develop their skills as much as possible prior to assessment, and be rewarded more frequently for their own contributions and individual performance. All assessment aligns with the University's Assessment Compact. Students will be provided with a draft assessment schedule at the beginning of their programme (September) and a confirmed assessment schedule at the beginning of each semester.

In terms of assessment strategy, the programme intentionally has a strong focus on coursework. This is for two main reasons:
- Because of the *applied nature of the programme*, in so much as graduates will be required to produce business reports, deliver individual and group presentations, and prepare marketing plans, and similar, in the workplace. The programme therefore provides the opportunity for students to learn, practice and become confident in creating these common types of business communication methods and outputs.
- In order to *create a 'traditional assessment environment'* (as advocated by Gibbs and Dunbar-Goddet (2007)) which is characterised, in part, by a narrow range of forms. This is so that students can successfully develop their assessment literacies over the (relatively short) duration of their Master's programme.

As students on this programme come from a diverse range of academic backgrounds with varying prior assessment experiences, there is limited time to fully develop their skills and competencies in relation to a wide range of assessment forms. The programme therefore prioritises summative assessments with maximum practical application/value, over other forms such as formal examinations. To minimise the risk of academic misconduct associated with coursework, the majority of the assessment briefs are designed around a particular company or live project scenario, with the programme team using viva voce where possible to verify authenticity. In addition, most modules include a coursework surgery as a compulsory element as part of the support provided for students; this has the added benefit of enabling staff to compare the student's knowledge at surgery with the coursework submitted.

Overall, the programme team aims to provide a learning environment where students feel supported, prepared and confident to readily participate in the learning process. Students will be actively involved with, and contribute to, their own learning through structured and creative activities at module level, and constructive discussions led by tutors and fellow students. Emphasis will be placed upon an applied approach to resolving environmental, managerial and individual events management issues informed by theoretical models and acquired practice, utilising the accumulated knowledge within the programme community. Assessment, both summative and formative, is central to learning and is seen as a fundamental and integral part of programme design, and one that is intended to shape and develop learning.

5.3 BROOKES ATTRIBUTES:

The development of **Academic Literacy** is embedded within the subject area of the degree and focuses on the learning synthesis of the theories explored and critique of events management practices. For example, the underpinning knowledge for Principles of International Events Marketing and Developing the Sustainable Event covers multi-disciplinary concepts within the events management field; this enables the student to draw from a range of academic disciplines. This foundation is built on in subsequent modules, and in particular Delivering the Sustainable Event. The overall aim is for students to engage with and apply events management theory in a critical and professional manner. This is possible via the continuous development of their own knowledge, expertise and skills. This enables them to, autonomously, approach new and complex problem-solving with the necessary insight and

confidence. Contemporary Issues in Events Management exposes students to contemporary research at the forefront of the discipline and creates a link with the Business School's Centre for International Tourism and Events Management Research.

Aspects of **Research Literacy** are embedded within every module. It is most explicit in the compulsory module Research Methods for Events and Marketing, which develops the skills appropriate to undertake either Dissertation, Client Project, or Placement Project. Digital research and data analysis forms a key part of Digital Marketing & Analytics; and Contemporary Issues in Events Management necessarily requires students to inquire about a wide range of issues, particularly those relating to events sustainability and the use of digital technology in events delivery.

Much of **Critical Self-awareness and Personal Literacy** is embedded within the Professional and Academic Development module, which supports self-development. PDP is central to this module, and its wider value is continually reinforced. It is the intention of the programme that students will develop the skills required to manage their learning consciously, to assist their academic studies whilst on-programme and to help them longer term in their future careers.   As students move through the programme, they are encouraged to recognise and build on individual areas of strength, and identify ways in which they can continue to develop. The initial stages of the first semester encourage students to focus on more academic areas for personal-reflection, moving on to an emphasis on employability and career planning as the programme progresses. Other modules within the programme therefore become, in this context, vehicles or opportunities for continual self-reflection in terms of both the skills and knowledge the student has developed and their individual distance travelled.

Digital and Information Literacy is embedded within the curriculum on modules such as P58201 Digital & Social Media Marketing Strategy. Students will also develop core skills throughout the programme, such as the ability to search for, retrieve and store information online, and to evaluate online/digital information; communicate and interact effectively online with both tutors and peers; manage group collaborations digitally, using for example Googledocs and discussion boards; completing assessments; and using digital tools/platforms such as the BRISC app (BRookes Individual Skills Catcher) to reflect on, record and manage learning. Professional and Academic Development, requires students to engage in targeted CPD and students may choose to take specific courses to boost Digital and Information Literacy with for example the IDM (additional fees apply).

Active Citizenship is again embedded in the programme, in particular both Developing the Sustainable Event and Delivering the Sustainable Event examine the key arguments for ethical and socially responsible events management policies and practices from a global perspective. Students are also encouraged to engage with the wider University and participate in co-curricular activities, such as those offered by OBSEA (Oxford Brookes Social Entrepreneur Awards: see http://www.brookes.ac.uk/business-and-employers/social-entrepreneur-awards/).

ASSESSMENT REGULATIONS

The programme conforms to the University's Academic Regulations; section B4 **Specific Academic Regulations for Postgraduate Taught Programmes**
http://www.brookes.ac.uk/regulations/current/specific/b4/

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/ocsld/consultancy/consultancy-areas/

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

A minimum of a second class honours degree (2:2) in any academic discipline, or equivalent overseas degree from a recognised institution or equivalent professional or other qualification.

Those who do not meet any of the above criteria may be eligible for entry, provided they have compensatory work experience. This should include, in particular, further professional training and accreditation and the demonstration of appropriate career development.

This course attracts students from a wide range of backgrounds and nationalities. Applications are welcome from those in work and seeking continuing professional development.

Entry will also be subject to two satisfactory references (one of these must be an academic reference).

Please also see the university's general entry requirements.

English language requirements

If English is not your first language you will need to satisfy the university's English language requirements:

- IELTS minimum level 6.0 (with a minimum of 6.0 in reading and writing, and 5.5 in listening and speaking) or equivalent
- If you have completed your undergraduate degree in the UK (at least one full year of study) you will automatically meet our English language requirements
  Please also see the university's standard English language requirements

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable.

SECTION 7: PREPARATION FOR EMPLOYMENT

The MSc International Events Management Programme provides essential knowledge in Developing and Delivering the Sustainable Event, Contemporary Issues in Events Management, Leadership & Management International Perspectives, Finance & Accounting for Business, the Principles of International Events Marketing, Digital & Social Media Marketing Strategy, Research Methods for Marketing and Events, Professional and Academic Development and Dissertation or Client Project. The learning outcomes enable our graduates to choose career pathways as follows:

Events, Marketing, Business Sector
- Event Management, in a range of contexts, conferences, exhibitions, music and culture, trade, sport
- Conference management
- Corporate sales
- Events Marketing Management
- Customer/visitor Insight and Engagement
- Advertising/Promotion of events
- Ethical/Sustainable Events Marketing
- Non-Profit Organisations
- International Events Marketing
- Marketing Communications / Public Relations for Events
- Market/Marketing Research
- Business Consultancy
- Retailing (online/offline)

LINKS WITH EMPLOYERS

   a. Visiting speakers have included:
- IBM Marketing Director on client and project management.
- SEO Executive, White.Net.
- PR Director and Senior Accounts Director, Freestyle Interactive Digital Agency.
- Chief Executive Officer (CEO), Purely Group
- Chief Executive Officer (CEO), Fat Face.
- Member of the Oxford Institute of Retail Management (OXIRM) at Said Business School, University of Oxford.
- Marketing Director at Fujitsu.

b. Work-based learning programme
Students work on real-life case studies and consulting projects as part of various modules. In addition, the modules below provide an opportunity to link theory to practice and develop specific work-based marketing skills.

BMGT-7028- Client Project

This module provides students with the opportunity to link theory to practice by analysing a real organisational issue from the inside. Students will be tasked with investigating a particular issue and providing a workable approach that can be substantiated. The 'issue' in question may be, for example, a problem that the organisation is currently encountering or their search for future strategic choices. It will provide students with a significant learning and personal development experience.

Students undertaking this module will be governed by the University's rules on confidentiality and ethics. In addition, (subject to discussion with the Programme Lead) students may also be required to agree and sign an organisation's confidentiality agreement.

MARK-7021 Events Practice

This module provides students with the opportunity of applying the conceptual knowledge and skills gained in their previous modules, while embedded in an organisational environment. Specifically, students are tasked with conducting an investigative project related to a specific events issue. Students hone their analytical and critical skills, while also developing practical skills needed for the job of an events manager or marketer, such as exploring how needs are identified, how resources are allocated and used for the purpose of achieving event objectives, and how the success of an initiative is defined and measured. Students will conduct their research while embedded in a professional environment and thus will be able to observe, interact with and solve problems alongside professionals.

Although the placement is not guaranteed, considerable support is available to students to obtain a placement. If students enroll for the two-year programme and decide not to undertake the placement (or fail to obtain one), they can switch to the one-year non-placement programme. They may also have to make changes to their study visas.