

PROGRAMME SPECIFICATION

for the award of

MASTER OF SCIENCE IN TOURISM AND EVENTS MANAGEMENT

Managed by the Faculty of Oxford Brookes Business School

delivered by Oxford School of Hospitality Management

Date approved:	2 December 2019
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Language of study:	English
Final award/s:	MSc Tourism and Events Management
Programme title:	MSc Tourism and Events Management
Interim exit awards and award titles available:	Postgraduate Certificate in Tourism and Events Management Postgraduate Diploma in Tourism and Events Management
Brookes course code:	MSC-TEM
UCAS code:	TBC
JACS code:	TBC
HECoS code:	100100 and 100083
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time) *Sandwich mode (full-time) - placement occurs in 2nd year
Duration of study:	1 Year for full time 2 Years for part time 2 Years for Sandwich Mode (full time) Maximum duration is 5 years
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
Apprenticeship Standard:	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?

Events have become an integral part of today's global tourism industry. Tourism destinations and businesses are increasingly leveraging events to raise awareness and enhance attractiveness through the creation of unique and authentic experiences. This MSc programme prepares students to become competent and versatile events professionals ready to excel in the dynamic international tourism industry.

Whilst exploring events management in a tourism context, this is a 'conversion' programme open to students of all academic backgrounds and professional experiences. With varying degrees of prior tourism and events exposure, students on this programme have the opportunity to develop a solid theoretical foundation in tourism and events management as well as to apply and deepen this academic understanding through meaningful practical application.

A distinctive feature of the programme is an opportunity for each student to engage with an experienced, senior figure from the events/tourism industry through Oxford School of Hospitality Management's (OSHM) Bacchus Mentoring Programme. The industry figure acts as a 'mentor' that not only offers students exposure to the latest trends and challenges in the industry, but also provides guidance and support on students' leadership and professional development.

Consistent with other MSc programmes offered in Oxford Brookes Business School, this programme is underpinned by the concept of lifelong learning. The programme is academically rigorous and practically relevant, and places responsibility on students to direct learning outside formal classroom-based sessions. The programme encourages students to develop the skills needed to study independently, and to identify, set, implement and reflect on personal and professional objectives and aspirations.

The staff profiles can be accessed online at <https://www.brookes.ac.uk/business/about/staff/>.

SECTION 3: PROGRAMME LEARNING OUTCOMES

3.1 ACADEMIC LITERACY

1. Analyse and synthesise contemporary issues affecting tourism and events management and leadership.
2. Analyse and critically evaluate consumer behaviour in relation to tourism and events management.
3. Design and deliver creative, comprehensive and responsible tourism events and evaluate the management of events to meet individual or organisational objectives within the event's scope, time and budget.
4. Synthesise information in innovative ways to generate solutions to complex problems or issues related to tourism events impact, distribution or entrepreneurship.
5. Demonstrate an ability to engage in current critical debates within the tourism and events discipline and to communicate complex ideas to both expert and non-expert audiences, even in the absence of a complete set of data.

3.2 RESEARCH LITERACY

6. Demonstrate an understanding of theories and methodologies underpinning tourism and events management research and the ethical issues that inform research methods.
7. Critically evaluate primary and/or secondary information from a wide variety of sources and communicate findings in a range of forms e.g. reports, presentations.
8. Design and undertake a sustained piece of substantial research on a topic relevant to the context and content of tourism and events management.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

9. Learn, reflect and research actively, independently and reflectively.
10. Apply a self-development approach to personal development planning as a future leader in a complex and dynamic environment.
11. Proactively identify and exploit opportunities for learning in the workplace and critically reflect upon theoretical and workplace learning.

3.4 DIGITAL AND INFORMATION LITERACY

12. Construct a complex argument using information drawn from a variety of sources.
13. Become a confident, agile adopter of a range of technologies for personal, academic and professional use.

3.5 ACTIVE CITIZENSHIP

14. Participate and work effectively in multicultural groups showing cross-cultural awareness and valuing human diversity.
15. Reflect habitually and question one's own and others' values, culture and perspectives in order to develop ethical and responsible approaches to leadership and management actions.
16. Interpret the complex relationships between different stakeholders in the international tourism and events industry, in the context of wider global developments, in order to devise and recommend appropriate organisational strategies.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
ACFI 6004	Finance and Accounting for Business	10	6	Compulsory	100% CW
BMGT 7021	Research Methods	10	7	Compulsory	100% CW
HOTO 7010	Tourism, Hospitality and Events Synthesis	20	7	Compulsory	100% CW
HOTO 7014	Tourism Consumer Behaviour and Marketing	20	7	Compulsory	100% CW
HOTO 7021	Professional Development	20	7	Compulsory for Sandwich Mode	100% CW
HOTO 7026	Mentoring and Professional Development	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
One from					
BMGT 7011	International Business in Practice: Study Trip	0	7	Optional	100% CW
HOTO 7004	Tourism Digital Distribution Strategies	20	7	Optional	100% CW
HOTO 7011	Independent Study	20	7	Optional	100% CW
HOTO 7017	Events and the Social World	20	7	Optional	100% CW
HOTO 7019	Tourism Innovation and Entrepreneurship	20	7	Optional	100% CW
INSE	Academic English for	0	4	Optional	100% CW

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

One from:

BMGT 7028	Client Project	50	7	Optional	100% CW
HOTO 7013	Dissertation	50	7	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 aim of the programme team is to provide a learning environment where students will readily participate in the learning process. Within the contact time, students will be actively involved with, and contribute to, their learning through structured activities and discussions led by tutors and fellow students. Emphasis will be placed upon an applied approach to resolving environmental, managerial and individual issues informed by theoretical models and acquired practice, utilising the accumulated knowledge within the programme community. Sessions are student-centred, participative and interactive, and involve, for example, tutor inputs, analysis of case studies, problem-solving activities, presentations, analysis of data for decision making, directed reading and hands on events activity. Students will work in groups with other programme members from different backgrounds and experiences to exchange and share ideas. Visiting lecturers with specialist expertise, practitioners and careers advisors with practical experience will also contribute to a wider understanding of the relevance of the programme to today's dynamic environment. There are also opportunities for making real-world impact in Client Project. Students on the sandwich mode will engage in paid work experience at the end of the programme which is highly valuable and rewarding.

The programme has an emphasis on the development and application of research skills, reflecting the view that a successful career is likely to depend on students' capacity for conducting well-grounded empirical and literature-based research and analysis. Tutors have a wide range of research experience and interests and this both informs teaching and is available to students to facilitate and guide their own research projects and assignments.

Although this may be termed a 'taught' Masters programme, one of the most important skills acquired is independent learning. Students are expected to take a great deal of responsibility to manage their own learning outside scheduled class time. A typical mix of contact and independent study time is comprised of:

Self-managed study time:

- Class preparation including reading, reflection and research to allow an interchange of ideas, examples and experiences
- Guided and supported reading to enhance learning and understanding
- Assignment preparation, individually and in groups
- Planning and co-ordination of a variety of tasks

Taught/Active learning time:

- Timetabled and supervised hours of study where designated teaching facilities are provided with access to the tutor either face to face or via the Virtual Learning Environment.

5.2 ASSESSMENT

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 ongoing 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 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 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 literacy 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. You may find that the scope of modules varies e.g. that the number of learning outcomes varies between modules. This typically relates to the extent to which some modules are more theoretical in focus, while others are more experiential in nature.

The programme conform to the University's 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. All module guides include specific assessment criteria which are clearly communicated and an assessment calendar is also produced:

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.

This course attracts students from a wide range of backgrounds and nationalities. Applicants who possess a diploma rather than a good degree may be eligible for entry provided they have compensatory work experience and can demonstrate career development.

Please note that although useful, prior work experience in tourism and events is not a requirement for this course.

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

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

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

Not applicable

SECTION 7: PREPARATION FOR EMPLOYMENT

The Oxford School of Hospitality Management (OSHM) works with a range of external partners in the form of independent consultants, company executives, and practising managers across all functions and areas within the international tourism industry. Such employer engagement includes guest lectures, panel discussions, awarding prizes for achievement, mentoring, live projects/case studies and careers presentations. There is a regular programme of weekly careers presentations, and currently more than thirty companies come to recruit OSHM graduates and postgraduates.

The Bacchus Society is a worldwide network of hospitality graduates from Oxford Brookes and friends or associates of the OSHM. It is with the support of this association that the Bacchus Mentoring Programme, linking students with senior figures in industry, has become such a success. Relationships and networks developed through this programme are seen to be rewarding and of immense value to both students and industry mentors. That so many alumni want to stay connected is a testament to the quality of the educational experiences offered and the regard in which OSHM is held within the industry.

Many students gain highly valuable experience during their optional paid work experience. They are supported in securing a placement by a dedicated OBBS WAVES team to ensure that their placement matches their aspirations and abilities, and are supervised and mentored by a dedicated academic staff member throughout their work placement year.