



Programme Specification

1	Awarding Institution/Body	Leeds City College
2	Delivery Location(s)	<i>University Centre. Leeds City College</i>
3	Programme Externally Accredited by (e.g. PSRB)	<i>N/A</i>
4	Award Title(s)	<i>Foundation Degree in Events Management Certificate in Higher Education</i>
5	FHEQ Level <i>[see guidance]</i>	<i>FHEQ 5</i>
6	Bologna Cycle <i>[see guidance]</i>	<i>First cycle</i>
7	HECoS Code and Description	<i>100083 – Events Management</i>
8	Mode of Attendance <i>[full-time or part-time]</i>	<i>Full-time and part-time</i>
9	Relevant QAA Subject Benchmarking Group(s)	<i>Events, Hospitality, Leisure, Sport & Tourism November 2016</i>
10	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>	<i>Foundation Degree Qualification Benchmarks</i>
11	Date of Approval/ Revision	<i>May 2019</i>
12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)	

Foundation Degree Entry Criteria

	Typical offer	Minimum Offer
A Levels:	2xD grades any subjects	1xE grade any subject
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade	PP, PPP grade or a Subsidiary Diploma with an E grade
Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit grade	Overall pass with 60 credits
GCSE English:	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
GCSE Maths:	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

Interviews may be required especially for mature students where they do not meet the academic criteria.

1. Educational Aims of the Programme

The Foundation Degree in Events Management is designed to equip students for employment in the exciting and innovative events management industry. The industry encompasses the arts, culture, sport, politics, music, business and any event where people are brought together. This course has been designed to meet the growing demand for qualified professionals who wish to work in the incredibly varied field of events management ranging from festivals to corporate events. Students are provided with the underpinning knowledge, practical experience and expertise either to progress in to employment or to continue their studies on the BA (Hons) Events Managements top up degree.

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14	Learning Outcomes	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding (<i>insert additional rows as necessary</i>)	
	K1	Demonstrate a detailed knowledge of the concepts, procedures and environment of events management
	K2	Critically analyse a variety of ideas, contexts and principles of events management
	K3	Apply, question and relate appropriate knowledge /concepts in skills development
	K4	Demonstrate a detailed knowledge of contemporary debates relating to the events management industry
	Cognitive/Intellectual Skills (<i>insert additional rows as necessary</i>)	
	C1	Employ balanced, logical and supported argument in a range of contexts relevant to the events management industry
	C2	Demonstrate intellectual flexibility and openness to new ideas
	C3	Identify key problem areas in the events management industry and choose appropriate tools/methods for their resolution in a considered manner
	Practical/Professional Skills (<i>insert additional rows as necessary</i>)	
	P1	Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques
	P2	Develop autonomy and independence with a limited need for supervision
Key Transferable Skills (<i>insert additional rows as necessary</i>)		
T1	Use a range of communication methods appropriate to the context	
T2	Reflect systematically on performance to further develop learning	
T3	Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations	
T4	Adopt a range of roles within a team and contribute to the effective working of the team	
15	Key Learning & Teaching Strategy and Methods	
A range of teaching and learning methods are employed as appropriate to the level and topic to develop the required knowledge and skills bases.		
Students will develop their skills as Events specialists via a range of both real and simulated events and scenarios. Tutors are qualified and experienced in Events Management and all lectures, seminars and tutorials are contextualised to the events sector. The course has a number of local organisational links from within the sector, for example, Marriot Hotels, who have committed to supporting the course in a variety of ways; for example, offering the opportunity for visits, volunteer placements, providing guest lecturers and mentors.		

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These opportunities provide a safe and supportive environment in which students can practice and develop their skills.

All first year students are given a Chromebook at the start of their degree, this is to ensure all students have access to IT facilities and it also ensure they have consistent access to the VLE, the materials created and any information provided by the curriculum team. The curriculum team also embed the use of Chromebooks and IT in the sessions, building on skills required that are relevant to Events Management.

Whole cohort lecture sessions will be used to deliver information and develop students' knowledge and understanding of event theory, principles and relevant policies. These sessions will often be used to introduce new topics and consolidate main principles and may be supplemented through on-line materials and activities on the VLE. The content of lectures will be reinforced by a variety of methods, for example, students will be expected to supplement lectures by additional reading, research and preparation for seminars where required. Different modules utilise different combinations of these methods. Lectures provide an overview framework of the area of study and of the key issues and arguments.

Seminars and tutorials provide an opportunity to test knowledge and understanding of key substantive areas and clarify any areas of uncertainty. In seminars, students build on the knowledge and understanding acquired in lectures and develop their skills in analysis and critical evaluation. They are intended to extend the students and allow them to progressively develop their ability to analyse, evaluate and apply in a variety of different ways. Seminars will also provide the opportunity to develop a number of other skills depending on the module and the exercises undertaken. They may work in teams in tackling problem-solving activities, they may present their work to the group orally or peer review each others work. Some of the sessions may adopt a practical workshop approach which will give the opportunity to focus on skills based learning, in particular skills of public speaking, interviewing, research, role play and academic writing. Formative assessments will be used in seminars, feedback, and feedforward given to facilitate progressive development.

In addition to module delivery, tutorials that focus on academic work and pastoral issues/concerns, which focus more on support and guidance, will be offered. Students will have individual tutorials with their tutor and coaching tutor on a regular basis – at least two per semester on an individual basis, however additional sessions will be organised if either the tutor or the student identifies a need. Group tutorials are also provided throughout the semesters for all students, which will focus on employability, well-being, academic skills and student defined topics. There will be four specific group tutorials in each semester however additional ad hoc tutorials will take place when an additional external speaker is identified/available.

Various teaching methods will be used to enhance the experience and enjoyment of the modules. Feedback and feedforward will be given on all activities and assessments (both summative and formative). Student-led tutorials will also be used and these will consist of action learning activities, discussion groups and report-back sessions that will allow students to develop research, communication and teamwork skills. Guest speakers will also be used to further expand on the students' awareness of events management. Other examples of the different teaching and learning methods include the use of class

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discussions and role-play activities. Academic debates and discussions will be used as a forum to allow the students to develop and display their verbal analytical skills, research skills and their independence. Research activities will also allow students to evaluate an area relevant to event management which is of interest to them, further emphasising their ability to be autonomous and independent.

In the Live Event experiences module (Level 5) students will have the opportunity to organise an event individually. Students will then have the opportunity to become involved with real Events Management team taking responsibility for elements of the delivery of the event. Students will receive peer feedback from their experiences and will have the opportunity to reflect on their personal performance. Part time students will be consulted during year one because they will have full time roles and it may be possible for them to organise their own event within their work (in consultation with tutor). In this case the tutor will work with students to ensure the event will enable them to meet the learning outcomes. Alternatively the offer from the Enterprise Department in LCC will be available to the part time students as some of the employability events will be held in the evenings.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Classrooms, Community, Hangouts and Sites. Staff have made good use of this VLE and there have been positive comments from students about how it has enhanced their learning. The aim is to ensure all students have access to technology to enhance and manage their learning with appropriately skilled staff. E-Learning is integrated within the curriculum where appropriate and will be used to enhance teaching, learning and assure academic standards. The use of eLearning is increasing and is evident in the use of multiple choice questions activities through programmes such as Kahoot in multiple modules. Google support and activities are also embedded into the teaching and learning.

IT induction will be provided for students and training offered in regards to Google Classrooms, Community, Hangouts and Sites.

A part-time route is an option, over two years, studying 4 hours per week on one weekday evening, aimed at those individuals who have full-time employment within a relevant sector. Each module will include 5 weeks' delivery (with the exception of Live Event Experiences which is a 10 week double module). Each 15-week semester will include 3 modules (5 weeks each, with the exception of Live Events Experience, see previous comment). In order to support students, group and individual tutorials will be scheduled, as well as support offered through the use of on-line resources; Google Classroom activities, forums, blogs, for example; and also Adobe Connect for seminar and theory delivery (where required).

The class time, therefore the contact time, is less for part-time students than for full-time students. It is therefore anticipated that part-time students will draw from their work experiences to assist with the content, application and analysis in assessments. Part-time students are expected to complete the necessary wider reading (as in the full-time course) and to engage and interact with peers and tutors outside the classroom environment.

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	<p>For part-time students a robust support system will be in place to provide students with recordings/notes, tutorial information, on-line activities, blogs, forums, quizzes, etc. This will involve the use of the VLE. Full-time students will also be able to access these resources.</p>
16	<p>Key Assessment Strategy and Methods</p> <p>The strategy for assessment has been developed by the team. The programme learning outcomes have been reviewed alongside the specific module learning outcomes and the strategy is designed not only to test that the student has achieved the learning outcomes but also that the assessment itself promotes learning and development.</p> <p>The strategy also involves providing interesting challenges to test and develop the students understanding and provide feedback so that the students can improve on their learning and performance. The assessments are balanced across the academic year to ensure a manageable student workload. Module tutors provide written specifications for assessments and briefing sessions.</p> <p>A wide variety of assessment methods will suit a number of different learning styles and the focus will be on progression and development of all learners. Summative assessment methods will vary according to the needs of the different modules and the level at which they are being taught. Assessment methods include case studies, reports, class based assessments, research projects, academic posters, professional discussions and e-presentations. The assessment methods selected reflects the key skills of events management such as project management, group/teamwork, communication, organisation management, problem solving and more. The assessment methods have been reviewed with a number of Event Management employers and they have input their views relating to the 'reality' of the assessments and how the assessments will build industry knowledge and skills as well as meeting the learning outcomes. Each module has practical elements built into both the teaching and approach to assessment, which can be tracked to 'real' tasks and deliverables, which Event Management staff will have to complete/deliver at all levels.</p> <p>Examples of assessments include:</p> <p>The Live Events module will be assessed by means of a Professional Discussion, task 1, which will describe the planning and preparation required for a planned live event; task 2 will then be the hosting of the Live event which is followed with a reflective presentation/discussion.</p> <p>The Funding and Financial Management module will require students to follow a hypothetical brief for an event which has a set budget allocated to it. The 'client' will then state that the budget has to be decreased by a certain amount, the student will then need to moderate the event to ensure delivery within the new budget. A guest speaker (Events Manager) will deliver a session in the early weeks of the module to explain how important it is that Event Managers have a good understanding of the financial aspects relating to the funding of events.</p>

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	<p>Formative assessment, with high quality and prompt feedback, is integral to the modules, there will be a number of opportunities for formative assessment and feedback, and feedforward in all modules, examples include questions, discussion boards, presentations and case studies. Student meetings for group work and surgeries to assist students are provided where appropriate.</p> <p>Assessments are submitted on-line through Turnitin UK which performs an originality check as part of the strategy to guard against unfair practice and academic misconduct. Students are provided with information concerning this at induction. Moderation and standardisation are undertaken for each module assessment prior to publication of grades.</p>
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17 Programme Modules							
Level 4							
Code	Title	Credits	Core/ Option	Non-Compensata ble	Compensatable	Variance	
	Academic Toolkit	20	Core		Yes		
	Event Management Skills	20	Core		Yes		
	The Events Industry	20	Core		Yes		
	Event Logistics	20	Core		Yes		
	Marketing & Promotions	20	Core		Yes		
	Funding & Financial Management	20	Core		Yes		
Level 5							
Code	Title	Credits	Core/ Option	Non-Compensata ble	Compensatable	Variance	
	Events in Society	20	Core		Yes		
	Event Legislation	20	Core		Yes		
	Managing the Event Team	20	Core		Yes		
	Creativity & Innovation	20	Core		Yes		
	Live Event Experiences	40	Core	Yes			

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18	<p>Programme Structure</p> <p>Full-time route:</p> <p>Level 4:</p> <p>The programme has five themes: equipping the student with academic skills, and knowledge and skills to manage events, the events industry as a business, the sociological importance of events and the importance of creativity and innovation in events. Consistent contextualisation and application of module theory will further link the learning of event management skills, principles and concepts to the practical workings and employment opportunities in the event management industry.</p> <p>The first semester aims to provide students with strong foundations in personal and academic skills and specific events management skills along with an introduction into the event management industry.</p> <p>The second semester moves towards a more technical perspective of event management management, requiring learners to focus on funding and financial aspects of event management, marketing and promotion of events and the overarching planning of events.</p> <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Level 4</th> </tr> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr> <td>Academic Toolkit</td> <td>Event Management Logistics</td> </tr> <tr> <td>Event Management Skills</td> <td>Funding & Financial Management</td> </tr> <tr> <td>The Events Industry</td> <td>Marketing & Promotions</td> </tr> </tbody> </table> <p>Programme Core</p> <ul style="list-style-type: none"> • Academic Toolkit: 20 credits • Event Management Skills: 20 credits • The Events Industry: 20 credits • Event Logistics: 20 credits • Funding & Financial Management: 20 credits • Marketing & Promotions: 20 credits <table border="1" style="margin: 10px auto; width: 80%;"> <tbody> <tr> <td style="text-align: center;">Semester 1 Weeks 1-15</td> <td>Academic Toolkit</td> <td>Event Management Skills</td> <td>The Events Industry</td> </tr> <tr> <td style="text-align: center;">Semester 2 Weeks 16-30</td> <td>Event Management Logistics</td> <td>Funding & Financial Management</td> <td>Marketing & Promotions</td> </tr> </tbody> </table>	Level 4		Semester 1	Semester 2	Academic Toolkit	Event Management Logistics	Event Management Skills	Funding & Financial Management	The Events Industry	Marketing & Promotions	Semester 1 Weeks 1-15	Academic Toolkit	Event Management Skills	The Events Industry	Semester 2 Weeks 16-30	Event Management Logistics	Funding & Financial Management	Marketing & Promotions
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Semester 2 Weeks 16-30	Event Management Logistics	Funding & Financial Management	Marketing & Promotions																

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Level 5:

At this level students are challenged to become even more independent learners. Synthesising event management skills, principles and concepts from Level 4, these concepts will be emphasised and applied through the modules and maximised with work based experiences and application.

Level 5	
Semester 1	Semester 2
Event Legislation	Events in Society
Managing the Event Team	Creativity & Innovation
Live Event Experiences	

Programme Core Modules

- Events in Society: 20 credits
- Managing the Event Team: 20 credits
- Live Event Experiences: 40 credits
- Event Legislation & Management: 20 credits
- Creativity & Innovation: 20 credits

Semester 1 Weeks 1-15		Event Legislation	Managing the Event Team	Live Event Experiences
Semester 2 Weeks 16-30		Events in Society	Creativity & Innovation	

Part-time route:

A part-time route is an option, over two years, studying 4 hours per week on one weekday evening, aimed at those individuals who have full-time employment. Each module in Year one will include 5 weeks' delivery and each 15-week semester will include 3 modules (5 weeks each). In year two the Live Event Experiences module will be delivered over 10 weeks as it is a double module. In order to support students, group and individual tutorials will be scheduled, as well as support offered through the use of on-line resources; Google Classroom activities, forums, blogs, for example.

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The class time, therefore the contact time, is less for part-time students than for full-time students. It is therefore anticipated that part-time students will draw from their work experiences to assist with the content, application and analysis in assessments. Part-time students are expected to complete the necessary wider reading and to engage and interact with peers and tutors outside the classroom environment.

Part time structure:

Level 4	
Semester 1	Semester 2
Academic Toolkit Wks 1-5	Event Logistics Wks 16-20
Event Management Skills Wks 6-10	Funding & Financial Management Wks 21-25
The Events Industry Wks 11-15	Marketing & Promotions Wks 26-30

Level 5	
Semester 1	Semester 2
Event Legislation Wks 1-5	Creativity & Innovation Wks 16-20
Managing the Event Team Wks 6-10	Live Event Experiences Wks 21-30
Events in Society Wks 11-15	

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19	<p>Apprenticeships</p> <p>This programme will not be delivered as an Apprenticeship.</p>
20	<p>Support for Students and Their Learning</p> <p>One of the very positive features of the award is the amount of individual help and support that will be offered to each student on programme. The dedication of the team allow a high level of support and it is noted as a positive and greatly appreciated by current and past students in the curriculum area. The same support would be offered to the students on the proposed award. The help and support is not only offered in each module but also in tutorials and is also evident in the ‘open door culture’ of the team. As long as tutors are available, students know they can ask for further help, guidance and support. There is a Coaching Tutor and Academic Skills Tutor available to assist students on an individual basis.</p> <p>Support is offered in each module where feedback and feedforward will be given for all activities and, for general participation. The Draft Submission Policy also allows students to gain support and guidance in their assessments.</p> <p>Tutorials are offered to each student and again, this helps in development and progression. Pastoral help is available, and the wider college network involved if appropriate, as well as academic guidance and support. The department has a dedicated coaching tutor who offers support to the students on a 1:1 basis and in a group setting. The coaching tutor assists with personal development in regards to coping strategies, emotional wellbeing, resilience and action planning. They are also available to help in regards to dispositional needs that impact on student achievement.</p> <p>Additional support is offered to students not only by the programme team, but also through the College Central Services. Representatives of the wider college network meet the students as part of the Induction Programme to explain all the services and facilities available and students are reminded, regularly, through tutorials. Examples include Careers Guidance, Financial and Welfare Guidance and Support and Counselling.</p> <p>The department has access to a dedicated HE Learning Support Officer who provides support for students who require additional learning support in regards to things such as dyslexia, anxiety etc. The Learning Support Officer works closely with the curriculum team to ensure the delivery all classes encourage progression for students with identified additional learning needs.</p>

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	<p>Students will be taught within a separate building, the 'University Centre' with a HE study area, student social zone and specific teaching rooms for each subject. This followed extensive consultation with the student body, who wanted to feel and physically be separate from the FE section within the college. The building has a dedicated HE library and librarian who offers academic support to the students in regards to referencing, research and academic writing.</p> <p>All first year students are given a Chromebook at the start of their degree, this is to ensure all students have access to IT facilities and it also ensure they have consistent access to the VLE, the materials created and any information provided by the curriculum team. We believe this helps us to widen participation for many students who cannot financially afford to purchase a laptop to use during their studies. The curriculum team also embed the use of Chromebooks and IT in the sessions, building on skills required that are relevant to the discipline of the degree.</p> <p>The college in a wider sense has a range of extra-curricular activities, including a very active Student Union.</p>
<p>21</p>	<p>Distinctive Features</p> <p>There are certain aspects of the award which are quite distinctive and which further enhance the student experience and opportunities.</p> <p>An important aspect of the course is the development of strong links with both the industry and the events management groups within the Luminate Education Group. The various organisations within the Luminate group are working together in partnership, which results in the ability to offer our students access to much wider opportunities. Students will therefore have the opportunity to volunteer and participate across a number of events run for the various parts of the organisation.</p> <p>A specific example of this is that in the Live Event Experiences module students will be allocated a curriculum area within Leeds City College and will design, plan and run an employability event, which will be part of the Gatsby Benchmarks enabling young people to raise their aspirations and capitalise on the opportunities available to them.</p> <p>Update</p>

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Stage Outcomes (Undergraduate Awards only)

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Demonstrate a detailed knowledge of the concepts, procedures and environment of events management	Identify the concepts, procedures and environment of events management
K2	Critically analyse a variety of ideas, contexts and principles of events management	Describe a variety of ideas, contexts and principles of events management
K3	Apply, question and relate appropriate knowledge /concepts in skills development	Identify appropriate knowledge/concepts in skills development
K4	Demonstrate a detailed knowledge of contemporary debates relating to the events management industry	Demonstrate knowledge of contemporary debates relating to the events management industry
C1	Employ balanced, logical and supported argument in a range of contexts relevant to the events management industry	Articulate appropriate and effective ideas in event management
C2	Demonstrate intellectual flexibility and openness to new ideas	Show creativity and openness to new ideas
C3	Identify key problem areas in the events management industry and choose appropriate tools/methods for their resolution in a considered manner	Choose tools/methods to resolve problems in the event management industry
No.	Programme Outcome	Stage/Level 4(1)

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P1	Operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques	Operate ethically in predictable and defined event management contexts, using standard techniques
P2	Develop autonomy and independence with a limited need for supervision	Operate with some autonomy, with supervision or direction, within agreed guidelines and/or constraints
T1	Use a range of communication methods appropriate to the context	Use a range of communication methods appropriate to the context
T2	Reflect systematically on performance to further develop learning	Reflect on own strengths and needs, and develop and a personal development plan
T3	Demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations	Identify personal skills, abilities, interests and motivations and relate these to event management career opportunities
T4	Adopt a range of roles within a team and contribute to the effective working of the team	Contribute to the effective working of the team

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Map of Outcomes to Modules

Level 4	K1	K2	K3	K4	C1	C2	C3	P1	P2	T1	T2	T3	T4
Module Titles													
Academic Toolkit			x			x			x		x	x	
Event Management skills	x	x					x	x	x	x	x	x	
The Events Industry		x		x	x	x	x						x
Event Logistics	x	x					x	x					x
Marketing & Promotions	x		x		x	x				x			
Funding & Financial Management	x			x	x	x	x	x					

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Level 5		K1	K2	K3	K4	C1	C2	C3	P1	P2	T1	T2	T3	T4
Module Titles														
Events in Society	x					x	x		x		x			x
Event Legislation	x		x		x	x			x					
Managing the Event Team	x			x		x	x	x	x					
Live Event Experiences	x			x	x			x	x	x	x	x	x	x
Creativity & Innovation	x		x			x	x			x		x	x	

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Map of Assessment Methods

Level 4 Full time

Module Titles	Report	Reflective e-Journal	Case Study	Practical management of a small event	Event Poster Presentation	Academic Skills Portfolio	Group Presentation	Group Proposal Document	Professional Discussion	Class Based Assessment
Academic Toolkit						1500 words (60%) Week 10			15 mins (40%) Week 4	
Event Management skills		1200 words (40%) Week 12		60 mins (60%) Week 6						
The Events Industry			1500 words (60%) Week 8				20 mins (40%) Week 15			
Event Logistics							15 mins (50%) Week 25	1400 words (50%) Week 19		
Marketing & Promotions	1400 words (50%) Week 21				20 mins (50%) Week 27					
Funding & Financial Management			1400 words (50%) Week 23							2.5 hours (50%) Week 30

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Level 5 Full time

Module Titles	Report	Live Event and reflection	Event Proposal Showcase	Briefing Report	Reflective Essay	e-Presentation	Peer Learning Seminar	Professional Discussion	Class Based Assessment
Events in Society	2000 words (50%) Week 5						20 mins (50%) Week 12		
Event Legislation				2000 words (50%) Week 9					2.5 hours (50%) Week 15
Managing the Event Team	2000 words (50%) Week 19					20 mins (50%) Week 25			
Live Event Experiences		60 mins (50%) Week 30						30 mins (50%) Week 23	
Creativity & Innovation			25 mins (70%) Week 21		1200 words (30%) Week 27				

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Map of Assessment Methods

Level 4 Part time

Module Titles	Report	Reflective e-Journal	Case Study	Practical management of a small event	Event Poster Presentation	Academic Skills Portfolio	Group Presentation	Group Proposal Document	Professional Discussion	Class Based Assessment
Academic Toolkit						1500 words (60%) Week 5			15 mins (40%) Week 4	
Event Management skills		1200 words (40%) Week 10		60 mins (60%) Week 9						
The Events Industry			1500 words (60%) Week 14				20 mins (40%) Week 15			
Event Logistics							15 mins (50%) Week 20	1400 words (50%) Week 19		
Marketing & Promotions	1400 words (50%) Week 24				20 mins (50%) Week 25					
Funding & Financial Management			1400 words (50%) Week 29							2.5 hours (50%) Week 30

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Level 5 Part time

Module Titles	Report	Live Event and reflection	Event Proposal Showcase	Briefing Report	Reflective Essay	e-Presentation	Peer Learning Seminar	Professional Discussion	Class Based Assessment
Events in Society	2000 words (50%) Week 4						20 mins (50%) Week 5		
Event Legislation				2000 words (50%) Week 9					2.5 hours (50%) Week 10
Managing the Event Team	2000 words (50%) Week 14					20 mins (50%) Week 15			
Live Event Experiences		60 mins (50%) Week 30						30 mins (50%) Week 23	
Creativity & Innovation			25 mins (70%) Week 19		1200 words (30%) Week 20				

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