Sheffield Hallam University

MODULE DESCRIPTOR

TITLE	Learning Through Mega and Major Events
SI MODULE CODE	44-6954-00L
CREDITS	20
LEVEL	6
JACS CODE	N820
SUBJECT GROUP	Events Management
DEPARTMENT	Service Sector Management
MODULE LEADER	Stewart Hilland

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
	NA		200

to be used for Key Information Sets - see Module Descriptor guidance notes

MODULE AIM

To provide students with the intellectual skills and competencies to critically analyse the learning/evaluation that takes place through the staging of mega/major events.

MODULE LEARNING OUTCOMES *(up to 4 LOs max)*

By engaging successfully with this module students will be able to:

1. Analyse and explain the growth of mega and major events from an historical perspective;

2. Critically review the learning that takes place throughout the bidding, planning, operation and legacy stage of a mega/major event;

3. Analyse and evaluate the developments in the staging of Mega and Major Events that are a response to the learning that has taken place in previous events;

4. Critically assess the impact of mega and major events on society as a whole.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways

➔ Examining the 'evolution' of mega and major events like the Olympic Games and the FIFA World Cup;

➔ Case studies of mega/major events and the timescale and significance of the different stages in the 'processing' of mega and major events. There will be a focus on: Feasibility and Bidding processes, Volunteers (HR), Funding and Sponsorship and Sustainability;

➡ Key learning that has changed the characteristics of mega and major events like the dangers of terrorism and the sophisticated security measures that are now required;

➡ The importance/influence of mega and major events on issues such as post-industrial social change, internationalisation and political/social movements/developments like Civil Rights in the US, reimaging South Africa after apartheid and the 'opening up' of China.

LEARNING AND TEACHING METHODS

➡ Formal lectures

➡ Workshops and interactive seminars using a wide range of learning resources

➡ Case study analysis

➡ Individual consultations

➡ Self-study activities

➡ Visits

➡ Meetings with visiting lectures and industry specialists

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Individual Presentation	PR	30	NA	No
2	Essay/Report (individual)	CW	70	2500	No

ASSESSMENT CRITERIA

Individual Presentation

Quality and evidence of research	20%
Knowledge and understanding	30%
Level of critical assessment	30%
Structure of presentation	10%
Professionalism of presentation	10%

Essay/Report

Breadth of knowledge	25%
Understanding	25%
Level of critical analysis	25%
Evidence of reading and research	10%
Quality and accuracy of language, structure and technical features	10%
Accuracy of referencing and reference list	5%

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FEEDBACK
Students will receive feedback on their performance in the following ways:

- Individual electronic written feedback/ feed forward will be provided for the presentation.

- Individual meetings will be scheduled following the submission of the essay/report to discuss the student's response to the assessment and this will be supported with formal written feedback/ feed forward.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Allen, J., O'Toole, W., Harris, R. and McDonnell, I. (2011) *Festival and Special Event Management,* 4th ed., Queensland, Australia, John Wiley & Sons.

Getz, D. (2005) *Event Management and Event Tourism*, 2nd ed., New York, Cognizant Communication Corporation.

Girginov, V. (2010) *The Olympics: A Critical Reader*. Abingdon, Routledge.

Girginov, V. and Parry, J. (2005) *The Olympic Games Explained.* Abingdon, Routledge.

Goldblatt, J. (2005) *Special Events: Event Management for a New World,* 4th ed., Hoboken, Wiley.

Horne, J and Whannel, G (2012) *Understanding the Olympics.* Abingdon, Routledge.

Jones, M. (2010) *Sustainable Event Management - A Practical Guide*, London, Earthscan.

Mallen, C. and Adams, L.J. (2008) *Sport, Recreation and Tourism Event Management*, Oxford, Elsevier.

Masterman, G. (2009) *Strategic Sports Event Management - Olympic Edition*, 2nd ed., Oxford, Elsevier.

Miah, A. and Garcia, B. (2012) *The Olympics: the basics*. Abingdon, Routledge.

Preuss, H. (2006) T*he Economics of Staging the Olympics: A Comparison of the Games 1972-2008*. Cheltenham, Edward Elgar.

Roche, M. (2000) *Mega-Events and Modernity: Olympics and Expos in the Growth of Global culture.* London: Routledge.

Theodoraki, E. (2007) *Olympic Event Organisation.* Oxford, Elsevier

Toohey, K. and Veal, A.J. (2000) *The Olympic Games – A Social Science Perspective.* Oxford, CABI Publishing.

Weed, M. (2008) *Olympic Tourism*. Oxford, Elsevier.

Plus: A wide range of journal articles

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	**09/2013**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	**Module Ends**
Course Intake 1	September 2013	May 2014
Course Intake 2		
Course Intake 3		

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	