

## MODULE DESCRIPTOR

<b>TITLE</b>	Events Business Simulation
<b>SI MODULE CODE</b>	44-6958-00L
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	N210
<b>SUBJECT GROUP</b>	Events
<b>DEPARTMENT</b>	Service Sector Management
<b>MODULE LEADER</b>	John Perry

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>36</b>		<b>164</b>	<b>200</b>

### **MODULE AIM**

- facilitate the integration of knowledge and skills acquired in levels 4 and 5 in order to formulate and manage a complex business simulation;
- expose students to a multifaceted business situation within a sector focused industry through the preparation, delivery and evaluation of a management development plan;
- develop the students' capacity to analyse, prioritise and critically evaluate information, concepts and processes and justify management approaches, operations and possible solutions within the simulation;
- develop the students' ability to identify objectives and own responsibilities in working with others, and to use and evaluate strategies to meet them.

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to

1. Recognise, formulate and appraise decisions as a member of a management team;
2. Formulate a management or development plan to operate a business within a specific sector;
3. Demonstrate creativity in the ability to design and present a business proposal;
4. Recognise and evaluate alternative solutions to complex problems within the simulation.

## **INDICATIVE CONTENT**

This module is structured around the formulation of a management/development plan for a hypothetical or 'real' sector specific organisation. The topics that the plan may cover include:-

- Health and safety management
- Finance and business management
- Strategic planning and operational management
- Socio-economic and environmental impact analysis
- Marketing and programming.
- Linking local and national policy agendas

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The delivery of the module will be through the use of keynote refresher sessions on appropriate subjects, consultations with staff but most of all through your own directed learning and research. The emphasis will be on student's ability to work as part of a group to produce a working document (business development plan). Few formal lectures will be given and these may be only at the start of the module in order to provide a sound base for the students to commence their research and planning. Tutor input in later sessions will place greater importance on group consultancy and support through the process of developing the plan. Students will be required to carry out extensive research in class and in their own time to demonstrate an enterprising approach in gathering information from a variety of sources. The module will be supported by a Blackboard site where relevant resources will be placed.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Group Core Elements report	CW	20%	1500	N
2	Individual Business Development Plant	CW	80%	3000	N

## **FEEDBACK**

Students will receive feedback on their performance in the following ways

The module delivery has been designed to give students continuous formative feedback on the enhancement of their feasibility/operational plans. At a key point early in the module students will present their core elements to their tutor. The following week the tutor will offer formative feedback and give advice on any changes that may be required in order for students to continue onto their individual sections. Formative feedback will be given on draft feasibility/operational plans one week before final submission. Summative feedback will be given on the feasibility/operational plans three weeks after submission. This feedback can then be used to inform part of the final assessment.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Berridge, G. (2007), Event Design and Experience, Butterworth Heinemann

Bowdin, G. et al (2006), Events Management (2<sup>nd</sup> Edition), Butterworth Heinemann.

Foley M, McGillivray D, McPherson G. (2011), Event Policy: From Theory to Strategy. Routledge

Hughes, P. Ferrett, E. (2009) Introduction to Health and Safety at Work, Butterworth Heinemann, Oxford

HMSO. (1999) Second Edition The Event Safety Guide – a guide to health, safety and welfare at music and similar events

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

O'Toole, W. (2011) Events Feasibility and Development - From Strategy to Operations, Elsevier.

Raj, R and Musgrave, J (2009). Event Management and Sustainability. CABI.

Richards R and Palmer, G (2010). Eventful Cities: cultural management and urban revitalisation. Elsevier

Silvers, J: (2008), Risk Management for Meetings and Events, Butterworth Heinemann

Tribe, J. (2005), The Economics of Recreation, Leisure and Tourism, Butterworth Heinemann.

Tum J. et al. (2006) Management of Event Operations, Butterworth Heinemann

Van der Wagen. (2007, Human Resource Management for Events, Butterworth Heinemann

Veal, A.J. (2010), Leisure and Tourism Policy and Planning. Cabi Publishing.

Yeoman, I. (2004), Festival and Events Management, Butterworth Heinemann.

**Periodicals** – The following journals are indicative only – you will find that the library subscribes to a wide range of journals, with many available online.

Event Management Journal

International Journal of Event and Festival Research

International Journal of Hospitality Management

International Journal of Sport Management and Marketing

Journal of Leisure Research

## 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	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	N/A

**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 2012	May 2013
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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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 cannot 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
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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
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#### 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.	