



University of the
West of England

BRISTOL

MODULE SPECIFICATION

Code: UMKCYN-15-M **Title:** Work-based Learning in Events and Tourism **Version:** 1

Level: M **UWE credit rating:** 15 **ECTS credit rating:** 7.5

Module type: Project

Owning Faculty: FBL **Field:** Marketing

Faculty Committee approval: QMAC **Date:**

Valid from: 1 September 2011 **Discontinued from:**

Contributes towards:

MSc International Tourism Management; MSc Events Management; MSc Events Management (Sports); MSc Events Management (Conferences and Exhibitions); MSc Events Management (Arts and Cultural Events)

Pre-requisites:

Sports Events Management (Hartpury) OR
Conferences and Exhibitions: Planning and Management UMKCYS-15-M OR
Arts and Cultural Events: Planning and Management (CAHE) OR
Managing Tourism in Global Contexts UMKCYR-15-M

Co-requisites: None

Excluded combinations: None

Aim of module

Work-based learning encompasses many different learning activities which are embedded in academic programmes and are undertaken in a workplace. This module provides students with the opportunity to gain experience of a range of work-based activities in Events and Tourism contexts. The work-based learning undertaken in this module enables students to apply theory in practice and to reflect on their learning and skills development in the context of relevant work experience.

Learning outcomes

On successful completion of this module students will be able to:

- Critically appraise and apply existing knowledge, techniques and/or innovations in a specified events or tourism work context
- Develop strategies for managing and/or influencing practice
- Critically evaluate different approaches to effective practice and organisation in the workplace
- Critically reflect on their own and or others' responsibilities and how these contribute to the achievement of organisational goals

In addition, the educational experience may explore, develop and practise, but not formally assess, the following learning outcome:

Creatively utilise work experience to support independent learning and provide a foundation for continuing professional development

Syllabus outline

The module builds on theories and concepts developed through directed independent study, student's own research and from other modules on the Masters programme. A learning contract will be agreed between the student, a workplace mentor and an identified academic tutor. In negotiating the learning contract, the intended learning outcomes for the work-based learning must be identified and agreed, taking account of the learning outcomes for the module and assessment requirements. The student's goals for their work experience will thus be known and supported by the Events or Tourism organisation. Students will be supported with preparatory tutorials to discuss their specific work experience interests and aspirations. Through facilitation the student will use their learning contract to develop their focus of enquiry and key goals for their experiential learning.

Teaching and learning methods

This module will enable the student to explore an aspect of their events or tourism workplace. The specific focus of the student's study will be negotiated between the student, the academic co-ordinator for the module and the events or tourism organisation. The topic or intervention chosen for the student's assessment must enable the student to apply relevant theories in practice and to reflect on their experiences of work.

Within the context of their work placement, the student may choose to focus on their personal skills development by undertaking particular types of work activity and reflecting on their development and learning, or to undertake a specific project negotiated with their chosen organisation, or to critically analyse specific aspects of the organisation's work (such as organising a specific event or festival) and reflect on their role within this work. Undertaking the work-based learning will enable students to apply knowledge gained in their Masters modules within a relevant work context.

The work-based learning for this module will be undertaken through short, voluntary placements and will be organised in collaboration with the university's Student Volunteering Unit. Students are required to undertake a minimum of 30 hours of work experience as part of this module - though they may well choose to work for longer if this suits both the student and their organisation. Work-based learning may take place in either teaching block 2 or teaching block 3 and can be undertaken by working a set number of hours per week (e.g. 3+ hours per week for 10 weeks) or as a block (e.g. 5 days during a specific event or holiday period). Students will decide during Semester 1 which teaching block they wish to study in. The remainder of the time allocated to the module should be devoted to independent learning and to the critical analysis of work issues and reflection on personal development that constitute the chosen assessment for the module.

Tutorials with the module leader will support the student in selecting a relevant placement and in determining the specific focus of their work-based learning. The majority of the teaching and learning in this module will be self-directed, determined via a personal development plan; utilising inquiry and problem solving activities, and supported by a negotiated learning contract. Other supporting approaches will include online materials and tutorials. The learning contract is a key part in the development of the student's inquiry and is included as an appendix within the completed work. It will identify the proposed plan and assessment, giving clarity on the aims and objectives as to what the student is seeking to achieve within their work placement.

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library's webpages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.

Students will be directed towards the FBL study skills website as appropriate. Students will be encouraged to use Blackboard resources referred to in the module handbook. Students are not expected to purchase a core text for this module, inasmuch as there is no one textbook available on the market that serves as such.

The following list is provided for validation panels/accrediting bodies as an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on what to read will be available via other, more frequently updated mechanisms.

Indicative reading

Boud, D. and Solomon, N. (eds) (2001) *Work-based Learning: A New Higher Education?*, The Society for Research into Higher Education and Open University Press, Buckingham

Brockbank, A., Mc Gill, I. and Beech, N. (2002) *Reflective Learning in Practice*, Gower Publishing, Surrey

Cunningham, I., Dawes, G. and Bennett, B. (2004) *The Handbook of Work-based Learning*, Gower Publishing, Surrey

Fuller & A. Munro (2004) (eds), *Workplace Learning in Context*, Routledge, New York.

Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*, Routledge, London

Moon, J. A. (2007) *Critical Thinking: an Exploration of Theory and Practice*, Routledge, London

Raelin, J. A. (2008) *Work-based Learning: Bridging Knowledge and Action in the Workplace*, John Wiley & Sons, West Sussex

Online databases for relevant articles

Emerald Fulltext

Ingenta Journals Full Text Service

ScienceDirect

Assessment

The specific focus of the assessment will be determined through consideration of the need identified in the learner's personal development plan and agreed via a learning contract between the university, the employer and the student.

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element

The assessment will be one of the following:

Element weighting

100%

- Portfolio evidence of the outcome of a work-based learning opportunity (1500 words equivalent), supported by a 1500 word critical incident report on the learning achieved
OR
- A 3000 word report which critically appraises the organisation of a specific event or festival and reflects on the learner's role in its organisation
OR
- A 3000 word report which addresses an agreed workplace project brief involving critical analysis of a particular workplace issue
OR
- A 20 minute presentation in the workplace supported by a 1500 word paper which discusses the processes of workplace learning and critically analyses the learning achieved.

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element

Resubmission of the assessment as agreed in the original learning contract

Element weighting

100%

Specification confirmed byDate
(Associate Dean/Programme Director)