



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Work-based Learning in Events and Tourism				
Module Code	UMKCYN-15-M	Level	M	Version	1.2
Owning Faculty	FBL	Field	Marketing		
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)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	UMKDBM-15-M Events and Festivals: Planning and Management OR Sports Event Management UMMCNB-15-M 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	Module Entry requirements			
Valid From	1 September 2013	Valid to			

<b>CAP Approval Date</b>	27/6/13
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Apply relevant theories, concepts and knowledge in a specified events or tourism work context</li> <li>Critically reflect on the learning gained through work experience</li> <li>Critically evaluate different approaches to developing effective practice and organisation in the workplace</li> <li>Critically reflect on their own and or others' responsibilities and how these contribute to the achievement of organisational goals</li> </ul> <p>In addition, the educational experience may explore, develop and practise, but not formally assess, the following learning outcome:</p> <p>Creatively utilise work experience to support independent learning and provide a foundation for development of appropriate skills to enhance employability</p>

Syllabus Outline	<p>The module builds on theories and concepts developed through directed independent study, the 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.</p>
Contact Hours	<p>The work-based learning for this module will be undertaken through short, voluntary placements arranged through the module leader. 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).</p>
Teaching and Learning Methods	<p>This module will enable the student to develop their skills and knowledge through working with a relevant events or tourism organisation. The specific focus of the student's work experience will be negotiated between the student, the academic tutor for the module and the events or tourism organisation. The workplace tasks agreed must enable the student to apply relevant theories in practice and to critically reflect on their experiences of work.</p> <p>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 and reflect on their role within this work.</p> <p>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. Preparatory sessions at the start of the teaching block will cover relevant theories on learning from practice and will assist the students with accessing relevant materials.</p> <p>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 and supported by a negotiated learning contract. Other supporting approaches will include online materials and tutorials.</p>
Reading Strategy	<p>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.</p> <p>Students will be actively 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. Students will be directed to a range of relevant journals and online resources to support their self-evaluation and learning.</p>
Indicative Reading List	<p>Baum, T. (2009) <i>People and Work in Events and Conventions : a Research Perspective</i>, CABI, Cambridge, MA</p> <p>Helyer, R. (2010) <i>The Work-based Learning Student Handbook</i>, Palgrave Macmillan, London</p>

	<p>Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i>, Routledge, London</p> <p>Moon, J. A. (2007) <i>Critical Thinking: an Exploration of Theory and Practice</i>, Routledge, London</p> <p>Mumford, J and Roodhouse, S. (2010) (eds.) <i>Understanding Work-based Learning</i>, Gower Publishing, Surrey</p> <p>Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i>, John Wiley &amp; Sons, West Sussex</p> <p><i>Online databases for relevant articles</i>  Emerald Fulltext  Ingenta Journals Full Text Service  ScienceDirect</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	Students will undertake a critical reflection of their contributions to, and learning from, their work experience. The specific focus of the assessment will be identified in the learning contract and agreed by the workplace and academic mentors. Students will be required to produce a critical reflection supported by evidence in the form of a portfolio. The evidence should be built up over the duration of the work-based learning and discussed regularly with the academic and workplace mentors so that formative feedback can be provided throughout the process.

Identify final assessment component and element	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio evidence of the outcome of a work-based learning opportunity including a critical reflection on key contributions to the organisation and learning achieved (3000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. n/a		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio evidence of the outcome of a work-based learning opportunity including a critical reflection on key contributions to the organisation and learning achieved (3000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. n/a		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		