University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England
Faculty responsible for programme	Faculty of Business and Law
Department responsible for programme	Business and Management
Modular Scheme Title	Bristol Business School Undergraduate Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	BA (Hons) Business and Events Management (SW) BA (Hons) Business and Events Management (FT)
Default Award Title	
Fall-back Award Title	
Interim Award Titles	BA Business and Events Management (SW) BA Business and Events Management (FT) DipHE Business and Events Management CertHE Business and Management
UWE Progression Route	
Mode(s) of Delivery	Sandwich, Full-time

Codes	**UCAS: NN21** **JACS:** NN21
	 ISIS2: NN21 **HESA:**
	      NN21 (SW)
	      NN2113 (FT)

Relevant QAA Subject Benchmark Statements	General Business and Management Hospitality, Leisure, Sport and Tourism
CAP Approval Date	9th January 2014
Valid from	1 September 2014
Valid until Date	1 September 2019
Version	1.2

Part 2: Educational Aims of the Programme

The BA(Hons) Business and Events Management programme at UWE offers students a current and integrated education covering the main disciplines and operational areas of business, with a specific focus on the knowledge and skills required for a career in events management. The curriculum aims to challenge students in their ways of thinking, learning and behaving, and issues of ethics and ethical decision-making, sustainability and global citizenship are embedded throughout. The programme actively seeks input from the external environment through, for example, guest speakers and assessments that require students to test out concepts in practice and to reflect on their own experience of organisations. In addition, all students are encouraged by the curriculum to actively pursue work experience (e.g. via placement, internship or volunteering). Student achievement is supported by a clear personal development strand of transferable skills and 'brain habits' over all three levels, which facilitate the transition into Higher Education and underpin employability and lifelong learning.

The programme aims to enable students to:
- acquire a critical understanding of (event) organisations, their management and the changing external environment in which they operate, and of events as an area of academic and applied study, event planning and management, event attendees and clients, and events policy and strategy;
- be equipped with the employability attributes and skills necessary for a career in business or events management (including self-employment);
- develop an analytical and enquiring approach in the analysis of business problems so that considered and appropriate conclusions are drawn, which can be communicated effectively in a variety of forms;
- have an informed understanding of critical contemporary issues and theoretical debates, including ethics and ethical decision-making, sustainability and global citizenship;
- work with academic theory in practice; and
- develop a strong sense of self and the lifelong learning skills to make an ongoing contribution to society at large.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Graduates will have studied various business disciplines, as well as event contexts, events planning and management, pervasive issues and project work (involving the staging and evaluation of a live event). In addition, they will have undertaken portfolio work, simulation games, site visits and (non-residential) field trips, and possibly a placement or study year abroad and additional professional qualifications (e.g. CIM, ILM). They will be in possession of intellectual and transferable skills, the sum of which makes them suitable for a range of graduate employment positions, and subject, professional and practical skills that make them ideal for employment in the events industry (or the tourism industries more generally).

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes:	UMCDDK-30-1	UMADDN-15-1	UMKDDD-15-1	UMCDDL-30-1	UMODDP-15-1	UMKDDE-15-1	UMPDDH-30-2	UMADDF-15-2	UMKDC6-15-2	UMCDC8-30-2	UMKDEW-15-2	UMCD9W-30-3 (and variants)	UMSDDJ-15-3	UMKDC7-15-3	UMKD77-30-3
A) Knowledge and understanding of:															
The global business environment			√								√				
The nature of markets and customers and the role of marketing, including new product development						√			√	√				√	
The use of accounting and the sources, uses and management of finance		√						√							
The nature of organisations, work and management	√				√		√								
The management and development of people						√	√								
The management of resources and operations									√		√		√		
The management of information systems and use of communication and information technology	√			√							√				
Business policy and strategy													√		
Quantitative methods for managerial applications	√			√					√						
Business and management research				√							√		√	√	
Ethics and ethical decision-making, sustainability and global citizenship	√			√					√		√	√		√	
Knowledge appropriate to the programme subject specialism (events)	√		√						√		√	√		√	√

| Part 3: Learning Outcomes of the Programme | | | | | | | | | | | | | | | |

Learning Outcomes:	UMCDDK-30-1	UMADDN-15-1	UMKDDD-15-1	UMCDDL-30-1	UMODDP-15-1	UMKDDE-15-1	UMPDDH-30-2	UMADDF-15-2	UMKDC6-15-2	UMCDC8-30-2	UMKDEW-15-2	UMCD9W-30-3 (and variants)	UMSDDJ-15-3	UMKDC7-15-3	UMKD77-30-3
(B) Intellectual Skills															
To research and assess facts, theories, paradigms, principles and concepts relevant to events, drawing upon a range of foundation disciplines (e.g. sociology, psychology, political science, law and human geography) and related professional fields (e.g. tourism, hospitality, cultural studies and sport management	√		√						√		√	√		√	√
To gather and critically evaluate evidence and information from a range of sources	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
To draw conclusions, develop judgments, create and evaluate alternative solutions and make decisions on their application	√		√	√	√	√	√		√	√	√	√	√	√	√
To apply these skills in a range of complex and unpredictable contexts							√		√	√	√	√	√	√	√
(C) Subject/Professional/Practical Skills															
To initiate, plan, implement and close an event									√					√	√
Carry out a business and management research programme				√							√		√		
To write management reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
To contribute effectively to group projects and deliver presentations	√		√		√				√		√				√
To select and use subject-specific tools and techniques	√	√		√		√	√	√			√		√		
To develop a professional identity and expertise relevant to the programme subject specialism (events)	√		√						√		√			√	√

Part 3: Learning Outcomes of the Programme

	UMCDDK-30-1	UMADDN-15-1	UMKDDD-15-1	UMCDDL-30-1	UMODDP-15-1	UMKDDE-15-1	UMPDDH-30-2	UMADDF-15-2	UMKDC6-15-2	UMCDC8-30-2	UMKDEW-15-2	UMCD9W-30-3 (and variants)	UMSDDJ-15-3	UMKDC7-15-3	UMKD77-30-3
(D) Transferable skills and other attributes															
Work effectively alone, managing and appraising their own learning, setting goals and meeting deadlines	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Work effectively in groups, respecting, understanding and – where possible – accommodating other perspectives	√			√		√			√		√			√	√
Present, discuss and defend ideas, concepts and views through formal and informal written and spoken languages	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Extract, process and present numerical information for a given purpose	√	√		√				√		√					
Use information technology appropriately	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Develop a strong sense of self and the lifelong learning skills to make an ongoing contribution to society at large	√						√								√

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE there is a policy for a minimum average requirement of 12 hours/week contact time over the course of a full-time undergraduate programme. This contact time encompasses a range of face-to-face activities, as described below. In addition various other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Business and Events Management programme teaching is a mix of scheduled, independent and placement learning:

Scheduled learning includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars), group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision, etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning. For students on the sandwich programme this is either:
- Placement option – a minimum of 40 weeks in employment; or
- Study Year Abroad option – two semesters of study (a minimum of 36 weeks at a partner institution abroad).

Description of any Distinctive Features

The overarching aim of the Faculty's Learning Teaching and Assessment (LTA) Strategy is 'to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university's vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'.

The supporting objectives of the strategy are the:
- further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty;
- increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities;
- provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc);
- appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners;
- provision of effective support for students making the transition to learning at UWE;
- provision of effective and ongoing developmental support for all staff; and
- use of effective strategies for assessment for learning.

Specifically, the programme builds on the University's established teaching and research expertise in tourism and events studies/management, and links with event organisations and venues in Southwest England, thus offering considerable potential for research-informed and experiential learning.

Curriculum Design Content and Organization

The programme is delivered within the Faculty of Business and Law Undergraduate Scheme, which allows credit accumulation and flexibility in the student learning process.

Part 4: Student Learning and Student Support

The Scheme is structured on the basis of 15 and 30 credit semesterised modules. Each semester consists of a 12 week teaching block following by a period of assessment. In each semester students study one 30 credit module and two 15 credit modules. Students, therefore, study 60 credits (three modules) each semester and 120 credits per level (six modules in total).

The programme is organised within and between each of the three levels, where it is designed to provide a coherent set of modules at each level and to allow students to develop and progress in relation to knowledge and understanding, cognitive, subject-specific and study skills.

Level One of the programme comprises an introduction to organisations, their management and the external environment in which they operate, together with a module focusing on the economic and social significance of events, event experiences and the consequences and legacies of planned events (alongside tourism as a closely related field of study). During this time, students develop the intellectual and practical skills associated with making the transition from studying at school or college to studying at university.

At Level Two the emphasis is on managing people, finance, events and tourism, and on developing students' research skills and capacity for innovation and creativity.

Level Three enables students to engage with a variety of contemporary issues in event studies (and tourism), and to work in teams and individually on delivering and evaluating an event. Additional core and option modules allow for strategic thinking and a degree of specialisation in areas of interest and relevance to students' career aspirations.

Teaching, Learning and Assessment

The teaching, learning and assessment strategy of the Faculty encourages students to assume responsibility for many aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities has been integrated throughout the programme with an overall emphasis on active student participation. The Faculty 'blend' consists of face-to-face learning in large and small groups (lectures and seminars/workshops) supported by online learning on Blackboard, together with exposure to real-world examples through case studies, occasional field trips and external visits, and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups – with the level of this independence increasing as the student moves from Level One to Level Three.

Included within the programme is a clear personal development strand of transferable skills and 'brain habits' of the sort which facilitate the transition into HE and underpin employability and lifelong learning. These personal and academic 'literacies' – study, research and employability skills – are developed at all levels of the programme through the 30 credit modules thus:

	Personal and Professional (Employability) Strand	Enquiry Strand (Research and Academic Skills development)
Level 1	Meeting the Management Challenge in a MET Professional Context	Engaging in Critical Business Enquiry (MET)
Level 2	Managing People (MET)	Methods of Enquiry (MET)
Level 3	Contemporary Issues in Tourism and Events*	Critical Business Enquiry Project OR Work-based Enquiry Project

Part 4: Student Learning and Student Support

* 'capstone' module

Whilst the 30 credit modules provide the focus for skills development, subject specific, professional and transferable skills are further developed throughout the programme and in more depth in identified modules (e.g. IT skills are developed in the module Meeting the Management Challenge in a MET Professional Context).

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case study based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus.

Teaching is based on research literature, professional experience and significant use of debate and discussion. Through didactic pedagogy students are challenged to defend their thinking. A final year project allows students to obtain valuable experience of staging a real event. A final year 'capstone' module requires students to integrate learning from the total programme and to reflect on how this prepares them for a future in complex and changing organisations (viz. Contemporary Issues in Tourism and Events).

All sandwich students are required to undertake a work placement of a minimum of 40 weeks and this provides a context in which students can reassess themselves and confront the challenges of carrying out a role in an organisation, whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

In addition to placements there are opportunities to study abroad in a number of partner institutions that are able to offer relevant courses in English. Students are allocated to these places through a competitive process.

During the Placement or Study Year Abroad students complete one 15 credit Level 3 module.

Assessment is an integral part of the teaching and learning process. Students are exposed to a variety of assessment methods that test their ability to integrate theory and practice and which promote the growth of their lifelong learning skills. Assessment feedback helps students to ascertain their learning strengths and weaknesses and continuing development needs.

Assessments are designed to facilitate a progression through differing levels of complexity at each level of study:
- At Level 1, a sound knowledge of the basic concepts of a subject.
- At Level 2, a sound understanding of the principles of the field of study and the ability to apply these principles more widely.
- At Level 3, an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline.

The Faculty supports the University's current Academic Regulations and Procedures, and its requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used under controlled and non-controlled conditions are: invigilated timed assignments, including examinations; presentations; in-class tests; self and peer assessments; individual and group projects, and supervised mini-projects; dissertations; personal development portfolios; and employer and self-assessments of the placement.

Learning Resources

All modules make use of Blackboard for web-enhanced delivery, to at least the recommended minimum standard, and for communications with students. All modules have teaching/learning resource booklets, and most have set texts in accordance with the University's Reading Strategy. Additional support is provided through the library and an extensive student computing network.

Part 4: Student Learning and Student Support

Students are directed towards the University library's online mySkills resources for the development of skills appropriate to the level and style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies, in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded in modules and self-directed online tutorials. There is also an extensive programme of regular workshops, including referencing management, database searching and finding journal articles. The library offers silent and group study spaces, and student bookable rooms. There is access to electronic databases on campus through the extensive student computing network and wifi. Most databases are also available off campus and supported by the online library enquiry service.

Student Support and Guidance

Student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders and, for more general academic and professional concerns, by Programme Managers. In addition, students can seek support from a Faculty Learning Support tutor to address specific study skills issues.

At each level students are supported by Personal Academic Tutors, where the role is primarily about being a first point of contact with concern for their well-being and progress. The aim is to help students in the achievement of their academic and employability goals. This is an academic role, and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services' Student Advisors and to UWE Careers regarding employability issues.

These Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counseling, personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on (including, where relevant, how to access the wider support provided by the University). This service is supported by extensive online resources.

UWE Careers provides extensive support for students in preparation for – as well as throughout – their placement period, and acts as a recruitment service for employers.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter-facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Jobshop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service at the start of the course and are encouraged to use the service throughout their undergraduate programme, and for three years after graduation.

All students take part in an Induction programme at the start of their studies, supported by an online social networking site. Separate induction events are arranged for students who arrive as direct entrants at Levels Two or Three (e.g. international, Erasmus and UWE Federation students).

All new students are provided with a short Student Handbook to help them through their first weeks at university, and to act a guide to the complex information environment in which they now find themselves. The Faculty 'Current Student' web pages provide access to the more detailed and up-to-date information covering all aspects of academic and administrative procedures and support. These pages link closely to the student portal, myUWE and to the Student Services web pages, and act as a comprehensive 'faculty handbook'.

Part 4: Student Learning and Student Support

An important part of the programme is the involvement of students in matters relating to the student experience. Two or three student representatives are selected from each level of the programme to serve on the Student Representatives and Staff Forum (SRSF). These are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. Issues raised are discussed in an inclusive and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward for action by Programme Managers. Where appropriate, they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disabilities is offered both at the faculty level under the remit of the Leader of WP, Disability and Schools Liaison, and centrally through the University's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University, but also supports the academic and administrative staff who work with disabled students.

In addition to the above, UWE Student Services offers a range of services to support students during their time at university and beyond, including:
- the University Health Centre, and general advice on 'Staying Healthy';
- careers and employability – advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering – opportunities for students to get involved in the local community through the Community Volunteer Programme;
- Student Advisors and Counseling, for anything from exam stress to homesickness and depression;
- the Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- managing disability and dyslexia, to get help with all disability-related support needs; and
- money and visas, for financial checkups or help with UK visa requirements.

Part 5: Assessment

A: Approved to University Regulations and Procedures
Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

Assessment Strategy

All modules use a range of learning approaches including lectures, seminars, workshops, group work, case studies and exercises. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment of transferable skills is accomplished through a range of methods which include written individual and group coursework, peer assessment, employer assessment, self-assessment, tests, presentations, examinations and dissertations.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods**. These are detailed in the following assessment map:

Assessment Map for BA (Hons) Business and Events Management

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UMCDDK-30-1						B2 (10)		B1 (60)		A (30)
	UMADDN-15-1			A (50)					B (50)		
	UMKDDD-15-1	A (50)						B (50)			
	UMCDDL-30-1	A (30)						B1 (35)			B2 (35)
	UMODDP-20-1	A (50)						B (50)			
	UMKDDE-15-1						A (60)	B (40)			
Compulsory Modules Level 2	UMPDDH-30-2	A (25)						B (35)			B (40)
	UMADDF-15-2	A (60)					B2 (8)		B1 (32)		
	UMKDC6-15-2	A (50)						B (50)			
	UMCDC8-30-2							B (70)			A (30)
	UMKDEW-15-2	A (50)						B (50)			
Compulsory Modules Level 3	UMCD9W-30-3							B (75)			A (25)
	UMCD9Q-30-3						A1 (10)		A2 (90)		
	UMCD9T-30-3								A (100)		
	UMKD77-30-3						A (30)		B2 (49)		B1 (21)
	UMSDDJ-15-3	A (60)						B (40)			
	UMKDC7-15-3		A (50)						**B (50)**		
Optional Modules Level 2	UMED8U-15-2	A (50)						B (50)			
	UMKD6M-15-2	A (50)						B (50)			
	UMSD7S-15-2								B (60)		A (40)
	UMSD7Q-15-2	A (50)						B (50)			
Optional Modules Level 3	UMCD9X-15-3								A (50)		B (50)
	UMCD9Y-15-3										A (100)

Part 5: Assessment

	UMKD6R-15-3	A (50)							B (50)			
	UMOD6F-15-3								A (30)	B (70)		
	UMMD7P-15-3	A (50)						B1 (30)	B2 (20)			
	UMED95-15-3	A (50)								B (50)		

*Assessments are shown in terms of Written Exams, Practical Exams, or Coursework (as indicated by the colour coding above).

Part 6: Programme Structure   BA (Hons) Business and Events Management

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, and module diet, including compulsory and optional modules.

ENTRY

		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Meeting the Management Challenge (Marketing, Events and Tourism) UMCDDK-30-1 Understanding Business and Financial Information (Marketing, Events and Tourism) UMADDN-15-1 Understanding the Market Process for Marketing, Events and Tourism UMKDDE-15-1 Engaging in Critical Business Enquiry (Marketing, Events and Tourism) UMCDDL-30-1 Tourism and Events in Context UMKDDD-15-1 Understanding Organisations and People (Marketing, Events and Tourism) UMODDP-15-1	None	CertHE Business and Management *Credit requirements:* 120 credits at the appropriate level.

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	Managing People (Marketing, Events and Tourism) UMPDDH-30-2 The Business of Tourism and Events UMKDEW-15-2 Planning and Managing Events UMKDC6-15-2 Methods of Enquiry (Marketing Events and Tourism) UMCDC8-30-2 Financial Aspects for Marketing, Events and Tourism UMADDF-15-2	*One option should be selected up to a maximum value of 15 credits from the list of approved BBS and UWE modules, below.* (subject to availability) Good Business, Bad Business and Sustainability UMED8U-15-2 Integrated Marketing Communications UMKD6M-15-2 New Venture Creation UMSD7S-15-2 UMSD7Q-15-2 Entrepreneurship and Small Business *Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year.*	DipHE Business and Events Management *Credit requirements:* 240 credits at the appropriate level.

Placement or Study Year Abroad:
Students taking the four year sandwich (SW) programme must choose one of the following options:
1. Placement (a minimum of 40 weeks in employment). Students must select a final year Work-based Enquiry Project topic relevant to their degree specialism.
2. Study Year Abroad, which consists of two semesters of study (a minimum of 36 weeks at a partner institution abroad). Students must select a final year Critical Business Enquiry Project topic relevant to their degree specialism.

Whilst on Placement or Study Year Abroad students complete a 15 credit Level 3 module to assess the learning and skills acquired during this time:
- Placement Learning (UMCD9X-15-3); or
- Learning and Development on Study Year Abroad (UMCD9Y-15-3).

To be eligible for either the Placement or SYA students must have passed a minimum of 210 credits.

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	Critical Business Enquiry Project UMCD9W-30-3 OR Enterprise Project UMCD9Q-30-3 OR Work-based Enquiry Project UMCD9T-30-3

Contemporary Issues in Tourism and Events UMKD77-30-3

Strategic Management (Marketing Events and Tourism) UMSDDJ-15-3

Staging and Evaluating Events UMKDC7-15-3 | *Two options should be selected up to a maximum value of 30 credits from the list of approved BBS and UWE modules, below.* **(subject to availability)**

Students who have completed a Placement or SYA (and passed the relevant modules) are required to select one option up to a maximum value of 15 credits.

Marketing Services UMKD6R-15-3

Organisational Leadership UMOD6F-15-3

Project Management UMMD7P-15-3

Sustainable Business UMED95-15-3

Additional options, as appropriate and available, may be offered through the annual Online Module Choices process each year. | BA Business and Events Management (SW) BA Business and Events Management (FT)

Credit requirements: 300 credits at the appropriate levels. |

GRADUATION

Part time: n/a

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

- International students seeking direct entry into Level 3 require IELTS with 6.0 in all components, or an overall band score of 6.5 or above.

Part 8: Reference Points and Benchmarks

The learning outcomes of the programme map against the QAA Subject Benchmark Statements for General Business and Management (revised February 2007) and Hospitality, Leisure, Sport and Tourism (revised May 2008), and the following University strategies and policies:
- The University's Vision and Mission
- UWE Bristol Strategy 2020
- UWE Charter

Faculty (Business and Law) strategies and policies:

Part 8: Reference Points and Benchmarks

- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- FBL Learning, Teaching and Assessment (LTA) Strategy

Staff research projects. Wherever possible, members of staff are encouraged to utilise their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach.

Employer interaction and feedback. A forum of local tourism and events organisations has been created to facilitate dialogue between employers and the Tourism and Events team at UWE. This forum encourages discussion of how curriculum can best be designed to meet the needs of local organisations whilst also providing students with appropriate skills and knowledge sought in graduates. In this respect employers have a direct input into shaping the curriculum, as well as providing opportunities for work-based learning and project work.

EMBOK (Event Management Body of Knowledge), url: http://embok.org/.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.