

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	None
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons) Business and Events Management BA Business and Events Management Diploma of Higher Education in Business and Events Management Certificate of Higher Education in Business and Events Management
Award title	BA (Hons) Business and Events Management
JACS 2 code	N820
UCAS code (to be completed by admissions)	N821
Relevant QAA subject benchmark statement/s	Business and Management Hospitality, leisure, sport and tourism
Other external and internal reference points used to inform the programme outcomes	EMBOK (Event Management Body of Knowledge)
Mode/s of study (p/t, f/t, distance learning)	Full time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

The entry requirements for the programme remain in accordance with Glyndŵr University's access policy which affords a wide range of options whilst seeking to ensure that any student accepted on a programme is able to benefit from, and contribute to, the learning activities it provides.

Eligibility of entry to the programmes is based on a variety of qualifications, but many students enter with points gained from the new qualification tariff.

The minimum entry requirements are:

GCSE passes at Grade C in English or Welsh and Mathematics, or key skills in communication and numeracy at level 2;

In addition one of the following is normally required:

A minimum of 240 points including 2 A levels or equivalent;

Equivalent qualifications from an overseas country.

Access to Higher Education;

Opportunities for entry are also available for applicants without formal qualifications who must demonstrate through an interview process that they have the necessary skills to be successful on the programme and can make a positive contribution to the programme. Previous work experience may be used to evidence suitability for entry onto the programme.

In addition to the academic entry requirements, overseas students require a TOEFL score of 550 (paper), or an IELTS score of 6.0 (with no sub-part less than 5.5): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.

Advanced Standing is available for entry at level 6 for students who have successfully completed the FdA Festival and Events Management at Glyndŵr University.

Aims of the programme

This programme will be embedded within the generic business programme which aims to:

prepare students to make a contribution in local, regional, national and international business contexts;

develop students' generalist and specialist knowledge and understanding of organisations, the way in which they are managed and the changing external environment in which they operate;

develop an appreciation that social, ethical and moral considerations are part of the management decision-making process;

develop a knowledge and understanding of business principles and practices and the ability to apply these to the solution of work-based problems;

deliver high quality teaching and learning experiences to students informed by staff scholarship, professional experience and by recent developments in learning and/or the subject;

promote a student-centred learning environment which, encourages students to take responsibility for their learning at an appropriate level and to reach their full potential;

In addition, the BA (Hons) Business and Events Management programme aims to:

prepare students for a career in the festival and events management industry;

provide students with the range of qualities, skills and knowledge necessary for employment and be able to exercise personal responsibility and decision-making to operate successfully within the sector;

develop students' understanding and knowledge of the emerging and growing nature of festivals and events management;

develop students' confidence and capability to manage the necessary aspects required for the delivery of an event within a constrained time frame.

produce graduates who can demonstrate effective management; technical, IT, numerical, communication and research skills;

produce graduates who are able to adapt to the changing demands of commercial, industrial and professional life through the acquisition and application of a range of personal, professional and transferable skills.

Distinctive features of the programme

The BA (Hons) Business and Events Management prepares students for a career in an expanding industry by developing their skills, knowledge and competencies to plan, manage and execute a range of events in a variety of situations including conferences, exhibitions, corporate hospitality, festivals, banqueting and pageantry. The course also provides students with the opportunity to study a broad range of business modules. Within the programme there are modules dedicated to working within the industry. The focus of this degree is to provide a combination of practical skills and academic knowledge to develop an effective manager in this growing industry.

Programme structures and requirements, levels, modules, credits and awards

Programme structure – full time 3 year programme

Year 1 (Level 4)

Sem 1	Business Context (20c)	Academic and Personal Development (20c)	Marketing Principles and Business Practice (20c)
Sem 2	Managing Financial and Statistical Data (20c)	The Festival and Events Industry(20c)	Elective (20c)

Year 2 (Level 5)

Sem 1	Marketing Planning and Management Control (20c)	Human Resource Management (20c)	Managing Finance and Information (20c)
Sem 2	Principles and Practices of Events Management (20c)	Events Management Project (20c)	Elective (20c)

Year 3 (Level 6)

Sem 1	Project (40c)	Customer Relationship Management (20c)	Strategic and Operations Management (20c)
Sem 2		Experiential Challenges of Event Execution (20c)	Elective (20c)

Students may select an elective module from those offered within the Department or from the wider University pool.

Most of the modules on the business programmes are delivered by more than one tutor, but the following module tutors are identified.

Module Title	Level	Module Tutor
Business Environment	4	Jan Green
Marketing Principles and Business Planning	4	Bidit Dey
Academic and Personal Development	4	Sandra King
The Festival and Events Industry	4	Jan Green
Managing Financial and Statistical Data	4	Amanze Ejiogu
Marketing Planning Management and Control	5	Brian Jones
Human Resource Management	5	Chris Burgess
Managing Finance and Information	5	Jeff Pugh
Principle and Practices of Events Management	5	Bidit Dey
Events Management Project	5	Bidit Dey
Strategic and Operations Management	6	John Mortimer
Project	6	Sandra King
Customer Relationship Management	6	Brian Jones
Experiential Challenges of Event Execution	6	Jan Green

Certificate of Higher Education in Business and Events Management

This qualification is available for students who exit the programme after gaining 120 credits at level 4 or above

Diploma of Higher Education in Business and Events Management

This qualification is available for students who exit the programme after gaining 240 credits with a minimum of 120 credits at level 5 or above.

BA Business and Events Management

This qualification is available for students who exit the programme after gaining 300 credits with a minimum of 60 credits at level 6. The award should include the two core modules: 'Strategic and Operational Management' and 'Experiential Challenges of Event Execution'.

BA (Hons) Business and Events Management

This qualification is available for students who complete the programme after gaining 360 credits comprising 120 Level Four, 120 Level Five and 120 Level Six credits.

Intended learning outcomes of the programme

The BA (Hons) Business and Events Management degree programme provides opportunities for students to develop through the levels of the programme and demonstrate knowledge and understanding, qualities and skills in the following areas:

A Knowledge and Understanding

		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
A1	Events	Understands the main principles of festival and events, with an understanding of some of the practical aspects involved.	Evaluates the complexity and application of event delivery with an appreciation of the practicalities of staging festivals and events.	A systematic appreciation of the internal aspects, functions and processes of events, together with their influence on the external environment.	A critical and systematic appreciation of the internal aspects, functions and processes of events, together with their influence on the external environment.
A2	Environment	An understanding of the external environment and its effects at local, national and international level on events.	A critical appreciation of the external environment and its effects at local, national and international level on events.	A critical evaluation of the external environment and its effects at local, national and international level on events with their effects on the operations and strategy of the organisation.	A critical evaluation of the external environment and its effects at local, national and international level on events with their economic effects on the economic environment.
A3	Management	An awareness of the processes, procedures and practices for effective management within the events industry.	A critical awareness of the processes, procedures and practices for effective management within events industry.	A critical awareness of the processes, procedures and practices for effective management; with rational analysis and decision making within the events industry.	A critical analysis of the processes, procedures and practices for effective management; with rational analysis and decision making within the events industry.

B Intellectual Skills

		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
B1	Application	Carries out rote application of basic business principles and practices to standard, simple situations, with considerable guidance provided by Tutors.	Applies standard business principles and practices to somewhat more demanding situations, still with some guidance provided.	Demonstrates ability to select and use principles and practices appropriate to the situation or problem, with minimal guidance provided.	Carries out confident and accurate selection and application of principles and practices to the solution of a range of business situations and problems, working autonomously.
B2	Analysis	Based on classifications presented by tutors, demonstrates some ability to analyse case study examples with the help of detailed guidance from tutors.	Demonstrates increasing ability to apply theoretical concepts and analyse relatively simple situations, still with some guidance provided.	Recognises familiar ideas or principles in new contexts or situations; analyses systematically and effectively with minimal guidance.	Identifies and classifies principles and ideas in new contexts and situations; analyses systematically, effectively and critically, working autonomously.
B3	Synthesis	Systematically relates a limited number of facts/ideas/elements in an imitative manner, with considerable guidance provided by tutors.	Demonstrates appreciation of need for the relating and collecting of a range of ideas in an argued case; produces new ideas in closely-defined situations, with some guidance provided as appropriate.	Shows basic ability to relate and collect facts/ideas/elements in an argued case; produces new ideas in a wider range of situations, with minimal guidance.	Brings together facts/ideas/elements in support of a well-structured argument; design solutions to management problems and evolve new concepts, working autonomously.
B4	Evaluation	Starts to form own value judgements of business problems. based on criteria provided, albeit very reliant on	Starts to develop own criteria and develops ability to form independent judgements,	Identifies a range of valid alternative solutions; begins to discriminate and	Integrates theory with good business practice; autonomously evaluates theory, process and

	tutors' evaluative opinions.	although still dependent on guidance from tutors.	evaluate in a reasoned, systematic and increasingly independent way.	solutions related to business problems; evaluates outcomes critically and effectively.
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C Subject Skills

		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
C1	Customers and markets	Awareness of the basic principles and practices of marketing, appreciating the strengths, weaknesses and the skills needed to use them effectively.	Ability to plan and control a marketing plan within a business, ensuring effective and efficient management of the operation.	Strategic awareness of the importance of marketing for successful business operations. Evaluates the factors in the decision making process which are necessary to formulate appropriate strategies for marketing and delivering festivals and events.	Strategic awareness of the importance of marketing for successful business operations. Evaluates an in-depth awareness of the factors in the decision making process which are necessary to formulate appropriate strategies for marketing and delivering festivals and events.
C2	Finance	Demonstrates an understanding of how to process data and how finance is managed within events managements.	Understands and applies various management accounting techniques in a decision making context	Evaluate the role of financial management within the organisation	Critically evaluates the role of financial management within the planning and execution of an event.
C3	People and operations	Appreciates the skills, processes and functions of events management.	Understands and critically reviews the function and activities of managing people for an	Understand and evaluate how operations management can	Understand and evaluate how operations management can contribute to the overall success of an

			event.	contribute to the overall success of an organisation.	event.
C4	ICT and information systems	Demonstrates skills in IT (Word processing, spreadsheets, powerpoint and web page creation)	Further develop IT skills and understand the nature of business information systems, including use of databases, legal aspects and the impact of e-business.	Use effectively additional analytical software suitable for the chosen specialist subject area.	Use effectively additional analytical software suitable for the chosen specialist subject area. Produce a Research Project report demonstrating a range of analytical skills using computer software.
C5	Planning	Demonstrates an awareness of the importance of accurate planning for projects.	Understands and can execute a detailed project plan for a festival or event in a time-constrained manner.	Possesses an understanding of the conceptual frameworks which enable strategic approaches to be applied to business problems.	Possesses a critical understanding of the conceptual frameworks which enable strategic planning to be applied to enhance the success of the event or festival.
C6	Pervasive Issues	Appreciates the impact of external factors on business with reference to the elements of the PESTLE model.	Understand and appreciates business creativity and enterprise within an organisation.	Understand knowledge management and risk management within real business practice.	Understand knowledge management and risk management within real business practice.

D Practical, Professional and Employability Skills

		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
D1	Communication and Presentation Skills	Communicates in a clear and concise way, in writing and orally, in particular written communication demonstrates competence in business writing.	Communicates in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of business writing.	Engages effectively in a variety of roles; debates; produces clear, structured business reports and other extended pieces of work in a variety of contexts.	Engages effectively in independent roles; debates in a professional manner; produces detailed critiques and coherent business and project reports.
D2	Numeracy	Demonstrates basic numeracy and algebraic competence; ability to manipulate data related to simple business problems.	Demonstrates more advanced standard numerical/ mathematical skills as appropriate to their chosen specialist subject.	Applies a range of more specialist numerical/ mathematical skills as appropriate to their specialist subject.	Confidently applies a range of specialist numerical/ mathematical skills as appropriate to the specialist subject area.
D3	IT Skills	Demonstrates basic use of the elements of Microsoft office; Word, Excel and PowerPoint. Demonstrates basic skill in using the Internet and designing web pages. Accesses data and information from University and World-Wide-Web resources.	Demonstrates more advanced IT skills; Demonstrates competent use and application of business databases, additional specialist subject packages and produce reports to business standard. Use of online databases effectively to gain information.	Demonstrates, uses and accesses a limited selection of more specialist IT skills related to subject specific software. Conducts effective searches for information using a range of online resources.	Uses and accesses a limited selection of more specialist IT skills related to subject specific software for analysing business data. Conducts effective searches for information using a range of online resources.
D4	Learning Skills	Studies in a systematic, directed way with the aid of	Learns in an increasingly effective and purposeful	Adopts a broad-ranging and flexible	With minimal guidance, manages own learning

		appropriate tutor guidance.	way, with beginnings of development as an autonomous learner.	approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.	using a wide range of resources appropriate to the business profession; seeks and makes effective use of feedback.
D5	Interactive and Group Skills	Interacts effectively with tutors and fellow students; participates in clearly defined group situations.	Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, including a group project.	Interacts effectively within a learning or subject-specific group, demonstrates basic negotiating, role, leadership and group-support skills.	Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.
D6	Problem-Solving	Applies basic theory and methods to simple business problems, with the help of detailed guidance from tutors.	Applies given theory and methods accurately and carefully to more demanding business problems still with some guidance.	Begins to self-direct, identify key elements associated with selected business problems, and choose appropriate theory for analysis, with only general guidance.	Increasingly independent, confident and flexible in identifying and defining complex business problems, and in the application of knowledge and skills appropriate to their solution.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within the core modules.

Level 4		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
<i>The Festival and Events Industry</i>	Core	*	*	*		*			*	*	*	*		*	*	*				*
<i>Business Context</i>	Core	*	*		*	*	*				*		*	*	*				*	*
<i>Academic and Personal Development</i>	Core											*			*	*	*	*	*	
<i>Managing Financial and Statistical Data</i>	Core	*		*	*	*	*	*	*	*		*			*	*	*			*
<i>Marketing Principles and Business Practice</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 5		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
<i>Marketing Planning, Mgmt and Control</i>	Core	*	*	*	*	*	*	*	*			*		*	*	*	*	*	*	*
<i>Human Resource Management</i>	Core	*		*	*	*					*		*		*			*	*	*
<i>Managing Finance and Information</i>	Core	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*
<i>Principles & Practices of Festival and Events Management</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Events management Project</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 6		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
<i>Project</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Strategic & Operations Management</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Experiential Challenges of Event Execution</i>	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Customer Relationship Management</i>	Core	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The programme has been designed to address both the University and Department Learning and Teaching strategies.

The underlying objective of the learning and teaching strategies is the acquisition and application of knowledge and skills, set in its vocational context, within a framework of subjects which contribute to business management or events management. The approach is student-centred, and as students progress through the stages of the programme there is an increasing emphasis on independent learning and directed study being increasingly supplemented by self-directed learning. Additional support is provided by remote access to the virtual learning environment (VLE: Moodle) and students are encouraged to undertake independent reading and make significant use of on-line materials including YouTube, social networking sites and data bases to supplement information in key texts and broaden their individual knowledge and understanding of the subject.

A number of approaches to learning and teaching are adopted: learners are initially oriented towards the acquisition of knowledge and understanding and thereafter progress to its interpretation, evaluation and application in a vocationally relevant context. In the early stages of the course core material is acquired through lectures, tutorials, workshops and laboratory classes. More advanced knowledge and understanding is acquired through these learning approaches and through guest lecturers, the use of the VLE to provide access to 'stretching' materials, case studies, group projects, company based projects and assessments and live work based and event projects.

The development of intellectual and cognitive skills is an integral part of the learning and teaching strategy. All modules, irrespective of content or delivery format encourage students to become involved in learning and teaching: to an increasing extent as stages advance, they involve the discussion of key issues; practising and applying concepts both orally and in writing, analysis and interpretation of material, and individual feedback for students on work produced.

Practical skills are developed through a variety of approaches such as workshop exercises, computer workshops, student-led seminars, individual and group presentations and assessments, independent learning exercises and work-related activities. Students will also attain practical skills, specific to the industry, by working individually and within teams. Research skills are developed within the programme at all three levels: initially at level 4 in the module Academic and Personal Development, within a practical context at level 5 in the Events Management Project and finally within the level 6 module Project.

Generic skills are developed within all modules, although some focus more particularly on numerical and/or IT skills. All require the production of written work and regular discussion takes place with students in order to develop both their understanding of topics, and also their powers of expression. The abilities to self appraise, reflect on practice and to plan and manage learning skills are developed through the management of time to meet the various deadlines for the submission of coursework, vocationally focused class discussion, the content of assessments which ask for contextualisation and reflection, and through PDP interviews and planning.

Communication and group skills are developed in lectures and tutorials that rely on discussion and interaction, and where students give presentations (either individually or in groups). Problem solving is addressed in class activities such as case studies and through

the assignment programme, and through the application of theory in the context of students' workplaces. Numerical techniques are developed within modules as is the use of IT; which is also implicit in the research for and presentation of assessments. The increasing emphasis on students taking responsibility for their own learning as their programme develops ensures active participation in information collection and selection, career path development, curriculum choice and problem solving activities. The presentation of work is expected to be of a professional standard.

Work based learning

Work-based Learning (WBL) is available on this BA (Hons) Business and Events management programme within a core module in year, Events management Project. The WBL element will provide learning of sufficient duration for the student to be able to demonstrate capability against specific outcomes that are set at the appropriate level. These will be defined in the learning outcomes which will be practitioner-led and will enhance the learning experience of the students. These will focus on technical skills, vocationally relevant knowledge as well as personal and interpersonal skills.

This module requires the student to undertake a period of work experience within the events environment, which is organised by the student in liaison with the module tutor. The students are required to develop a 'learning contract' with the module tutor and host organisation. This contract will confirm that the employer recognises that the placement constitutes part of the student's learning and that assigned activities / tasks will reflect that remit, clarifies the professional and vocational skills and knowledge that the student will be required to develop through the work experience, and which specifies the learning support required, the assessment structure and the timescale for completion.

To be effective the WBL should also contribute to the business objectives of the employer. This process involves the development of higher-level learning within both the university and the workplace. The effectiveness of this element requires the identification and achievement of defined and related learning outcomes. Working is in itself not sufficient, but it should be recognised as a two-way process, where learning in one environment is applied in the other and vice-versa.

The work experience period provides the core materials for assessment. The nature and length of the work experience will be different for each student. The work experience may involve the student in a major contribution to the organisation of a single event or it may be support activities for a number of smaller events or conferences. . The assessment will be based upon an action plan incorporating aspects of project management, preparation of a portfolio of evidence and reflective commentary from the student. The learning contract will ensure that the agreed work plan will be suitable for assessment for a 20 credit module at level 5 and tutorial support will be provided at regular intervals.

Each potential placement will be vetted and approved by an appropriately qualified tutor. Vetting could involve site visits, telephone contact with the employer or email communication. Before a placement is approved, the tutor must be satisfied that the Employer's Responsibilities as detailed below will be met and that the placement offers adequate potential such that the student can achieve the learning outcomes articulated in the module specification. A record of the nature of the vetting and a signed approval form must be completed prior to any placement and this record to be lodged with the Programme Leader. This form must be co-signed by the student, again prior to placement. Approval cannot be given retrospectively.

In advance of the work based learning modules students are provided with a work based learning handbook as well as an induction to the process. Students are allocated a personal

supervisor, a member of the programme team, who will guide their independent study, offering support in relation to the processes involved. It begins with a block of formal input followed by students working on their independent projects, with the support of their supervisor; contact is maintained via e-mail, student visits to the tutor, or site visits by the tutor. A minimum of one visit will be made to the site wherever possible, but in the event that a site visit is not possible, then contact with the student will be maintained by email.

The choice of employer and work-based learning (WBL) event ultimately lies with the student. The module tutor will give advice and provide support, and the employer will be required to give authorisation for the placement and nominate a member of staff to provide support to the student, facilitating the necessary learning opportunities. This member of staff will be suitably qualified and experienced to guide the student and will be fully briefed by the team on their roles and responsibilities and the programme requirements.

Many full-time students have part-time work and this could be the context of their WBL. Where a student is not in suitable work then possible voluntary alternatives are part of the list below.

- Work placement
- Working for a Voluntary organisation with WBL involving a festival or event
- Working for a Club or society with WBL involving an event
- Working at Glyndŵr University on a live festival or event.

This level 5 core module involves the students working on an event and is an independent learning module. This is designed to provide students with a practical experience in order to prepare them for the level 6 module where contemporary issues associated with events management are explored in more detail. The practical involvement with the successes and difficulties at level 5 provides the students with an insight to the issues, solutions and skills necessary for problem solving at level 6.

Employer's Responsibilities

- To be in overall responsibility for the student undertaking employment or WBL on their premises;
- To provide/arrange for, in accordance with the Health and Safety at Work Act, a safe and healthy working environment;
- To ensure that equal opportunities legislation and requirements are adhered to;
- To provide the experience, facilities and training necessary to achieve the WBL outcomes specified by the learning agreement;
- To provide the necessary orientation, training, and precautionary safety instruction in the performance of position duties and responsibilities;
- To provide the student with regular feedback and appraisal of performance;
- To notify the programme leader of any problems relating to the student's performance.

Glyndŵr University's Responsibilities

- To ensure that the employer provides a safe and working environment for the student as part of its operating agreement
- To ensure equal opportunities regulations are adhered to
- To maintain regular contact with the employer and student undertaking WBL
- To ensure that the student is undertaking an events project which is appropriate for a level 5 assessment of 20 credits.

The supervision of work based learning modules is the responsibility of the programme team. A member of the programme team will be assigned to the students to ensure that they are given the appropriate guidance and support to undertake the learning, which is assessed as indicated in the module specification. The resulting report is submitted by the student for assessment by the module tutor. The employer provides documentary evidence that the student has taken part in the organisation of the event but the report submitted is assessed by the module tutor.

Student's Responsibilities

- To comply with the rules, regulations, and normal requirements of the employer's organisation, including timekeeping, codes of behaviour, confidentiality and dress
- To perform those tasks assigned by the WBL supervisor/mentor which are related to the learning objectives identified in the learning agreement
- To seek regular feedback on performance within the workplace and reflect on their placement learning experience.
- To notify Glyndŵr University of any changes needed to the learning agreement or of any problems that may develop during the placement

Welsh Medium

The Department will establish the need for Welsh medium assessment (including written assignments, examinations, projects and dissertation) as part of its registration processes and will offer the opportunity to students where requested. Where a qualified tutor is available, students will then be allocated to a tutor who is able to assess the work in Welsh. At present, the Department has three full-time academic staff who are able to assess through the medium of Welsh.

Additionally the programme team would wish to develop the language skills of students taking this programme. The University already offers modules in Welsh as a second language at HE level to students studying degrees which involve working with the public. It is anticipated that the business students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) would be offered these sessions as an extra module outside the programme. The University's investment in its Second Language Centre ensures that this aspiration can be delivered from within existing arrangements.

Assessment strategy used to enable outcomes to be achieved and demonstrated

In developing the assessment strategy the team members have considered the Learning and Teaching Strategy and QAA Codes of Practice. Additionally the assessment is working within the University's Regulations for bachelor Degrees, Diplomas and Certificates and Foundation Degrees.

Assessment is part of the process of helping students to learn and is intended to support them in developing knowledge and understanding in key aspects of business. In addition, assessment aids the development of a range of cognitive and intellectual skills, and techniques specific to business and management.

The process of reflection is explicit in many assessments and implicit in them all; alongside feedback from formative assessments, it is integral to the development of independent learning and student skills of self-assessment. Additionally, feedback is an important means

of motivating students to further learning. Assessment is also a vehicle for the development of a range of transferable and key skills.

Moderation and verification of assessments at a programme level also provides information on overall levels of attainment and ensures that standards are maintained, and is a useful indicator of any areas where extra scrutiny may be needed.

Forms of assessment are varied and include case studies, essays, group and individual research projects, presentations, reflective writing and traditional examinations. There are no examinations in the level 4 modules, where the emphasis is placed on introducing a range of introductory skills and knowledge which can be developed in further levels of the programme.

Sample Assignment Schedule - BA (Hons) Business and Events Management (level 4)

Timetable Week	Teaching Week	Date	Content	Assignment Submission
9	0	26 Sep	Induction	Induction
10	1	3 Oct	Teaching	Teaching
11	2	10 Oct	Teaching	Teaching
12	3	17 Oct	Teaching	Teaching
13	4	24 Oct	Teaching	Teaching
14	5	31 Oct	Teaching	Teaching
15	6	7 Nov	Teaching	Teaching
16	7	14 Nov	Assignments	Business Context A1 Marketing Principles & Bus. Practice A1
17	8	21 Nov	Teaching	Teaching
18	9	28 Nov	Teaching	Teaching
19	10	5 Dec	Teaching	Teaching
20	11	12 Dec	Teaching	Teaching
21		19 Dec	Christmas	
22		26 Dec		
23		2 Jan		
24	12	9 Jan	Teaching	Teaching
25	13	16 Jan	Assignments	Academic & Personal Development A1 Marketing Principles & Bus. Practice A2
26	14	23 Jan	Assignments	Business Context A2 Academic & Personal Development A2
27	15	30 Jan	Marking/ Study week	Marking/Study week
28	1	6 Feb	Teaching	Teaching
29	2	13 Feb	Teaching	Teaching
30	3	20 Feb	Teaching	Teaching
31	4	27 Feb	Teaching	Teaching
32	5	5 Mar	Teaching	Teaching

33	6	12 Mar	Assignments	The Festival and Events Industry A1 Managing Financial & Statistical Data A1
34	7	19 Mar	Teaching	Teaching
35	8	26 Mar	Teaching	Teaching
36	9	2 Apr	Easter	
37	10	9 Apr		
38		16 Apr	Teaching	Teaching
39		23 Apr	Teaching	Teaching
40	11	30 Apr	Teaching	Teaching
41	12	7 May	Assignments	Managing Financial & Statistical Data A2
42	13	14 May	Assignments	The Festival and Events Industry A2
43	14	21 May	Assignments	Academic & Personal Development A3
44	15	28 May	Marking	Marking

Assessment regulations that apply to the programme

The University's regulations for Bachelor Degrees, Diplomas and Certificates and Foundation Degrees apply to the programme.

Programme Management

Programme Management

Programme Team

The BA (Hons) Business and Events Management will be part of the Business Undergraduate programme and managed by programme leaders together with other year tutors as additional support.

Neil Pritchard (Business Undergraduate Programme Leader)

Jeff Pugh

Chris Burgess

Mike Green

Sandra King

John Mortimer

Neil Pritchard

Amanze Ejiogu

Ben Binsardi

Les Davies

Jan Green

Bethan Lloyd Jones

Brian Jones

Bidit Dey

The programme team are engaged in research and scholarly activity as well as professional body events which inform and underpin the curriculum delivered.

Particular support for learning

Each year group of students is allocated a year tutor to support them in their studies. In the

first year of the programme, a module entitled 'Academic and Personal development' is dedicated to providing the students with the tools necessary to be successful on the programme. This includes IT, study skills, business communication, as well as the development of the e-portfolio 'Mahara' which is available for use within Moodle. The Personal Development Planning (PDP) process, is embedded within this module of the programme provide the opportunity for each student to have appointments with their year tutor to discuss their personal, academic and career development.

Each student is provided with a supervisor for the level 6 Project Module and the choice of supervisor is selected to have the appropriate events management expertise in order to provide relevant support the students.

The staffrooms are currently accommodated conveniently in one section of the university. This provides an easily identifiable area for students to access the necessary help and support they may require.

Many of the modules on the programme are delivered in lecture theatres or tutorial rooms which have electronically equipped facilities. Although there are no IT laboratories dedicated to the Department, the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Business students.

The Student Village provides safe accommodation for the students and the availability has recently improved with the construction of further accommodation blocks on campus. Students on the programme have access to the campus facilities which include the library, sports centre and student services.

The electronic resources available are an important part of the programme. A number of electronic books and journals are available for students as well as the lecture material which is available on Moodle. Students are encouraged to utilise all the resources and are expected to submit their assignments through the text matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Equality and Diversity

The programme team is committed to the needs of university stakeholders and to the recruitment of non-traditional students. Thus the student intake is likely to contain students who have a range of diverse needs either in terms of disabilities, illness, language, their family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with disabilities by arranging extra time or special facilities for assessments.