

### TLC Project Assessment Case Study

<b>Assessment strategy</b>	<b>Live Event</b>
<b>Subject and module</b>	Events Management unit delivered separately on Event, Leisure and Sports Programmes
<b>Useful for students who are:</b>	Studying in an area where small team projects are part of their future employment. Are creative and
<b>Keywords</b>	Events, practice, project management, group work
<b>Assessment activity</b>	Live event
<b>How does this assessment improve student learning?</b>	It enables the students to put into practice a lot of the theory and skills required of their programme, even if not directly assessed by this unit. It also enables them to reflect on this in their final, individual reflective and evaluative piece of work.
<b>Underpinning theory links</b>	<b>Experiential learning e.g. Ellis. Action learning</b>
<b>What went well</b>	Feedback from all students responding to unit questionnaires, staff moderators and external examiners all spoke highly of the quality of work and relevance of this unit. Collaborative working with the Students' Union is definitely a win-win scenario. A lot of 'soft' skills are acquired that are not directly assessed. Most students commented on the use of this element to demonstrate their transferable skills in their CVs and interviews for placement positions (whether directly in events or not).
<b>What could be improved</b>	Currently the output of the event is assessed not the input (except for the business plan). Students feel that not all are contributing equally to the process and that team leaders take on too much responsibility. The intention is to use a software package that is currently being developed to formatively and summatively assess individual contributions to group work through peer assessment. Assessment occurs during the event and so usually in the evenings and weekends (doesn't a lot of assessment?). The event and its environment are usually enjoyable except some student nights can be noisy and smoky.
<b>What support for staff is needed to implement this method of assessment?</b>	Staff feel that this unit is more intensive than others so it does require staff to have had events management experience so that they can better support the students to make their own decisions and mistakes. They also need to have the contacts and networks in place to support the students so that they are not the only point of advice.
<b>What support for students is needed</b>	Experience in events management or project management. The lecture and seminar programme precedes the

<b>to implement this method of assessment?</b>	execution of the event and enables work to be 'tested' in advance of application. On-line resources and team computer conferencing acts as a means of direct feedback and collaboration between students and tutors. Detailed business plans that form the first piece of assessment are thoroughly tested and detailed feedback given for strengths and weaknesses before the events can be agreed for action. Students are encouraged to assist with other events to gain practical experience and to develop their skills of observation and evaluation (their 3 <sup>rd</sup> assignment).
<b>What are the time implications?</b>	A 'light touch' approach needs to be operated in the assessment of the event otherwise it takes longer than a written piece of work. However, it is far more enjoyable to be at an event than sitting at home with a pile of assignments or exam papers! Once the taught element of the unit is complete (when the first event is held), the only time spent is assessing the events and giving support to the events yet to be held. This really changes the role from lecturer to facilitator.
<b>Other resource implications?</b>	Client list or finance for pump-priming the cash-flow of the events. Accessible venues to host the events. Willing customers. This project uses the resources of the Students' Union who offer advice, budget, processes such as risk assessment and CRB checks and some training e.g. first aid. They act as a client to the students who organize events under the RAG banner or community projects which may be part of the volunteer programme. Community and University venues and equipment is used e.g. Union nightclub, sports hall. Again, these are usually win:win reciprocal arrangements where the venue gains income or extra/new customers.
<b>What are the risks?</b>	This is a real-life assessment and so there are managerial risks of finance, reputation, health & safety. It is this reality that motivates the students to perform to their best ability.
<b>How can these be minimised?</b>	Setting up support mechanisms, as has been done through the Students' Union or regular clients that are supportive of the educational context of the event (e.g. Sports Development unit of the local Councils)
<b>Implications for dyslexic students?</b>	The mode of assessment gives all students a chance to use their strengths as the practical nature of this part of the assessment uses creativity as well as the implementation of logical processes.
<b>Institution where this was trialled</b>	Bournemouth University
<b>Lecturer</b>	Caroline Jackson + others on different Programmes
<b>CATS</b>	20

<b>Level</b>	Intermediate (year 2)
<b>Compulsory/optional</b>	compulsory
<b>Relationship to other modules</b>	No prerequisites but a close relationship with other units during the year, especially the finance, people and marketing units.
<b>Delivery pattern</b>	'long and thin' over two terms with lectures weekly and seminars/meetings weekly/fortnightly with events in February/March of the Spring term
<b>Student profile Year 2004-5</b>	There were 60 students split into 8 event teams. There were 3 Socrates exchange students, 1 physically disabled student and 4 with dyslexia. Over half of the students were females and all team leaders were female.
<b>Learning outcomes assessed</b>	<p>On completion of this unit the student is expected to:</p> <ol style="list-style-type: none"> <li>1. Be able to plan and execute an event organised through a team of individuals and a defined budget (TS / SS)</li> <li>2. Demonstrate effective decision making skills in preparing, analysing and defending proposals on the selection and approval of an event (IS/SS / TS)</li> <li>3. Draw upon the principles of the leisure product, customer care and assessment in providing a quality event. (IS/KU, SS)</li> <li>4. Appraise the technical, human, conceptual and personal skills/knowledge/issues involved in the process of managing events (IS / SS / KU)</li> <li>5. Evaluate organisational aims and objectives within an event management context. (IS)</li> <li>6. Express and communicate ideas clearly and in the most appropriate medium, demonstrating a capacity for logical thinking and use of ICT. (TS)</li> </ol>