

TLC Project Assessment Case Study

Assessment Strategy	The main aims of the assessment of running a successful practical events situation is to demonstrate the basic principles of events management (such as marketing, budgeting, operations, evaluation, etc.) by the practical application of an event, based on the plan developed first semester in the Project Management module.
Subject and module	Events Management :
Useful for students:	Principles and Practices of Events Management Events management students; Hospitality students
Keywords	Events management, problem-based learning, integrative assessment, live events, practical application
Assessment activity	Students are placed into group of 4-5 and propose, plan, execute and evaluate a live event of their choosing based on the SMART objectives they establish during the feasibility testing stages of planning.
How does this assessment improve student learning?	This assessment allows students to follow through with the planning of an event by having the opportunity to run it in a live scenario. This problem-based learning approach helps integrate the theory and practice involved in the events management discipline and bridges the knowledge gap between the mainly classroom-based learning of key principles and activity-based practices of achieving in the 'real world'. Also, team work is an important aspect of events management, and students not only had to collaborate in groups for a written assessment, but also must navigate a live event scenario in which they must build trust and co-operation in order to be successful. Students were responsible for assigning their own roles within the team and supporting one another in those roles. This delegation of and taking on responsibility for the various aspects of the project is an important learning outcome of this assessment.
Underpinning theory links	Operations theory, events management theory, marketing, project management, service concept, customer care, human resources management, risk assessment and feasibility studies, budgeting and finance management, events law and legislation
What went well	Students took responsibility, worked well within their teams, raised money for charity, executed very successful events for the most part. They felt a sense of ownership and pride in their events, which facilitated the learning outcomes of 'learning through doing'.
What could be improved	It may be advisable to have students choose events from different categories or 'types' in order to achieve more diversity in the events that are presented.

What support for staff is needed to implement this method of assessment?	There should be a flexible approach to hours for the module, as many hours are spent at the events during some of the weeks and not necessarily in the classroom. Another lecturer (at least) should accompany the module lecturer at events in order to assure second marking is carried out sufficiently.
What support for students is needed to implement this method of assessment?	Guest speakers from industry were often brought in to talk to students about 'real world' event scenarios and operations issues. This added a third dimension to the module, as key principles were covered in lectures, group work focused on the event they would present and guest speakers provided the additional link from principles to practices.
What are the time implications?	Also, each team was given £50 towards the running of the event. All other expenses were the responsibility of the teams. Requires some evening/weekend time to attend events. Such hours can be balanced by the cancellation of formal lectures during the weeks the events are taking place.
Other resource implications?	It was decided that each group would receive £50 towards their event. This is optional and, therefore, does not have to have financial resource implications.
What are the risks?	There are risks involved with the live event scenario.
How can these be minimised?	Briefing students about health, safety, security and risk assessment. A risk assessment was undertaken by the module co-ordinator to ensure each student event was at acceptable risk levels before going ahead.
Implications for dyslexic students?	Dyslexic students would be able to engage and participate in groups and would be able to carry out this assessment successfully.
Institution where this was trialed	Queen Margaret University, Edinburgh
Lecturer	Dr Rebecca Finkel
CATS	20 credits
Level	Second-year undergraduate
Compulsory/optional	Compulsory for Events Management route undergraduate degree
Relationship to other modules	Events Project Management was the first-term module where students began to plan the events that they ultimately ran for the assessment for this second-term module.
Delivery pattern	Over 10 weeks: 10 hours formal lectures, 6 hours guest lectures, 4 hours individual group workshops, 40 hours of assigned group time, 140 hours directed study
Student profile	Second-year events management students
Year 2006/7	

**Learning
outcomes
assessed**

- Demonstrate a knowledge of the issues and impacts of funding mechanisms, financial resources, budgeting and its application to events management;
- Apply a knowledge of marketing and infrastructural requirements to an event;
- Identify and assess the implications of human resource issues in events management;
- Identify the appropriate legislation and regulations pertaining to the event industry and its impact upon events management;
- Implement events management principles in a practical scenario and show competence in the techniques employed;
- Reflect upon their ability to operate in an individual and team based environment.

- References** Bowdin, G, McDonnell, I, Allen, J & O'Toole, W (2001) *Events Management* Oxford: Butterworth-Heinemann.
- Catherwood, D W & Van Kirk, R L (1992) *The Complete Guide to Special Event Management* New York: Wiley.
- Clark, G & Johnston, R (2005) *Service Operations Management: Improving Service Delivery* London: FT Prentice-Hall.
- Getz, D (1997) *Event Management and Event Tourism* New York: Cognizant Communications Corporation.
- Goldblatt, J J (2002) *Special Events – Global Event Management in the 21st Century* New York: Wiley.
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- Masterman, G & Wood, E (2005) *Innovative Marketing Communications: Strategies for the Events Industry* Oxford: Butterworth-Heinemann.
- O'Toole, W & Mikolaitis, P (2002) *Corporate Event Project Management* New York: Wiley.
- Shone, A & Parry, B (2001) *Successful Event Management* London: Continuum.
- Silvers, J R & Goldblatt, J J (2003) *Professional Event Coordination* New York: Wiley.
- Tarlow, P (2002) *Event Risk Management and Safety* New York: Wiley.
- Tum, J, Norton, P & Wright, N (2005) *Management of Events Operations* Oxford: Butterworth-Heinemann.
- Van Der Wagen, L (2002) *Event Management: For Tourism, Cultural, Business and Sporting Events* Melbourne: Hospitality Press.
- Van Der Wagen, L (2006) *Human Resource Management for Events: Managing the Event Workforce* Oxford: Butterworth-Heinemann.
- Watt, D (1998) *Event Management in Leisure and Tourism* Harlow: Addison Wesley Longman.
- Yeoman, I Robertson, M Ali-Knight, J Drummond, S & McMahon-Beattie, U (ed.) (2003) *Festival and Events Management: An International Arts and Culture Perspective* Oxford: Butterworth-Heinemann.
- Journals: *Events Management; Journal of Convention and Event Tourism; International Journal of Events Management; Managing Leisure.*

Assignment brief and assessment criteria

Aims of Assessment

The Events Practical Situation is to demonstrate the basic principles of events management (such as marketing, budgeting, operations, evaluation, etc.) in the practical application of an event based on the plan developed last semester in the Project Management module.

Weighting: 50%

Anonymous marking: No (because the production of an event is attended by the module co-ordinator, second marker and module team)

ASSESSMENT FEEDBACK PRO-FORMA: PRACTICAL SITUATION**Student Matriculation No:** _____**Module Title: Principles and Practices of Events Management****Module Code:** _____**Date:** _____

Assessment Criteria	Grade
<u>Content (30%)</u> Overview of the practical situation of an event; Relevance to the stated aims and objectives of event; Response to customer/ stakeholder needs	_____
<u>Application (40%)</u> Management practices conducted in professional manner; Team-work and cohesion in running the event from start until finish; Execution of operations responsibilities	_____
<u>Structure (30%)</u> Flow of event from start until finish; Attendance, atmosphere relevant to event; Maximises key criteria for event	_____
Overall Grade	_____
<u>Summary and Action Points</u>	

Signature first marker: _____**Date:** _____**Signature second marker/moderator:** _____**Date:** _____**Mark / Grade:** _____

Students are reminded that the grade indicated is PROVISIONAL only. It must be confirmed by the External Examiner and ratified by the Board of Examiners. Please contact the internal examiner if you wish to discuss your feedback.

Procedures for Handling Group Situations:

- Group informally handles any issues, such as speaking with a person who does not meet up or stay in contact with the rest of the group, or who is not doing his/her share of the work.
 - Note: This must be based on written evidence, such as group attendance records or personal outputs
- If situation persists, group formally and in writing issues a warning.
- If situation still persists, group formally and in writing issues another warning, including module lecturers in order to alert them to the situation.
- Depending on scale of the situation and the evidence presented by the group and the response by the individual(s), module lecturers determine whether absent/disruptive group member(s) is allowed to stay in the group or if he/she will be asked to leave the group and thereby not participate in the final assessment.

Quotes (5-10) with brief description of students

March 2007

Post-event responses from second-year undergraduate Queen Margaret University School of Business, Enterprise and Management, Events Management students, who participated in the Principles and Practices of Events Management module and the live events assessment.

- It's a really good idea because, with events, a practical aspect is a good way to learn it. You learn a lot more from it than sitting and writing about it.
- It's a good way to know if you're ready and cut out for this kind of work. You find out if you're ready to do certain kinds of events or if you're better off going to do another sort of event.
- It's a good way to meet other people in the class by doing an event and going to other people's events. Especially as a direct entrant into second year, running an event helped me find my feet here and get to know people.
- It helps us make good contacts. It also gets the Queen Margaret name out there, so if we're trying to find a job, a lot of people have heard about the events.
- How to run an event – you can't just get that from theory. Having people not get back to you, looking for sponsorship, handling things that go wrong, it prepares you for all that later on.
- In the long term, events managers out there can see what we've done. If we get experience now, it'll be easier for us to into that field.

**Write a literature review that underpins your assessment
(500-1000 words)**

This assessment is situated within the broader context of events management literature. During the lectures of the module, students are able to analyse the key principles of events management, including operations management, marketing, risk assessment, health and safety issues, customer care, human resources management and events evaluation. These themes are reinforced by guest lectures from industry professionals, who also highlight issues concerning the media, employability, entrepreneurship and corporate hospitality. This classroom activity is supported by pertinent reading from current literature examining these contemporary topics. The main texts introducing the key concepts of events management are Bowdin, et al (2001), Getz (1997) and Goldblatt (2002). Shone and Parry (2002) and Catherwood and Van Kirk (1992) also address organisation and planning procedures and provides a firm foundation in understanding the events project management life cycle. In terms of contextualising operations management which can be applied to this integrative assessment, Tum, et al (2005) and Clark and Johnston (2005) provide appropriate guidance. Although there is a broad literature on marketing in and of itself from which relevant information can be drawn, it is suggested for this university level and to support this kind of specific events management assessment that marketing practices focusing in detail on the events arena is utilised. Hoyle (2002), Watt (1998) and Masterman and Wood (2005) discuss the in-depth elements of marketing skills for a live events scenario. Watt (1998) also examines issues concerning customer care and the service concept. Risk assessment and health and safety issues are becoming ever more important in events management in

light of current world events and are analysed effectively in Tarlow (2002), Hannan (1998) and Health and Safety Executive (1999). Post-event evaluation procedures and approaches along with successful ways to complete the customer feedback loop are explained in Watt (1998) and O'Toole and Mikolaitis (2002), which also delves into the principle concepts needed to support developing initial project management objectives and provides useful feasibility examples. Steps towards critically analysing the live event scenario as well as engaging in personal and group reflective activity in order to better inform not only personal experience, but also the final written assessment is supported by literature in Silvers and Goldblatt (2003).

As teamwork is an important aspect of events management, and students are responsible for assigning their own roles within the team and supporting one another in those roles, the delegation of and taking on responsibility for the various aspects of the project is an important learning outcome of this assessment. This can be supported by human resources management literature. A useful text on human resources management tailored to the events management field is Van Der Wagen (2006). Contemporary issues in events management, which is important for illustrating the environment in which events exist today, can be found in journal articles in such international publications as *Events Management*, *Journal of Convention and Event Tourism*, *International Journal of Events Management*, *Managing Leisure*. These issues also are covered in such books as Van Der Wagen (2002) and Yeoman, et al (2003). The holistic approach to knowledge transfer in this course, which involves problem-based and student-centred learning, supports students when they embark on fulfilling the criteria and aims for this assessment.

References

Bowdin, G, McDonnell, I, Allen, J & O'Toole, W (2001) *Events Management* Oxford: Butterworth-Heinemann.

Catherwood, D W & Van Kirk, R L (1992) *The Complete Guide to Special Event Management* New York: Wiley.

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Pictures/video to be forwarded

Tickets, flyers, press clippings of media publicity for events can be forwarded upon request