

# MA Events and Experience Management

## Programme Specification

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London**Name of Final Award and Programme Title:** MA Events and Experience Management**Name of Interim Exit Award(s):**

Postgraduate Certificate in Events and Experience Management

Postgraduate Diploma in Events and Experience Management

**Duration of Programme:** 1 year full-time or 2 years part-time**UCAS Code(s):** Not applicable**HECoS Code(s):** (100075) Marketing**QAA Benchmark Group:** Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** June 2019**Home Department:** Institute for Creative and Cultural Entrepreneurship**Department(s) which will also be involved in teaching part of the programme:**

Institute of Management Studies; Music

## Programme overview

The MA in Events and Experience Management (EEM) is designed to attract UK and international students, including those already working in different areas of the cultural and creative industries and those who aspire to do so, wishing to gain theoretical grounding and develop their knowledge of planning and managing events in different organisations. The programme produces graduates who are highly skilled, confident and capable, and ready to pursue a career in the fast-changing cultural and creative industries. Furthermore, the programme aligns with the mission and values of Goldsmiths, in that its distinctive and innovative curricula is set to equip students to not only find employment in an increasingly diverse and dynamic global business environment, but also to lead and create change therein.

The course is both academic and practice based. By combining theoretical knowledge with practical experience, students have the opportunity to apply theory when organising and marketing a real event. This creates well-rounded accomplished students ready to either

work as events managers within an organisation or put on events as a way of marketing and branding their own company or artistic practice.

This Masters is for those who want to work in events management and/or areas of arts and culture management, and is designed to cater for students from a variety of international and academic/professional backgrounds. Many of ICCE's students come from overseas; this makes peer to peer learning a particularly valuable contribution to the learning environment, as the students provide a personal perspective on events and experience management issues of their respective countries.

Goldsmiths' location in London provides students with a unique experience of living in a multicultural world city, which is of great relevance to the study of events and festivals. ICCE's individual and institutional links with an extensive network of organisations and cultural practitioners in London allow the offering of exceptional research and study resources to students. ICCE is also a member of ENCATC, the leading European network on Cultural Management and Cultural Policy education.

## **Programme entry requirements**

Applicants should have (or expect to be awarded) an undergraduate degree of at least 2:1 level (or equivalent) in a relevant/related subject. Relevant subject areas include (but are not limited to) Arts, Tourism, Music, Business, Film, Theatre, Media & Communications, Geography, Cultural Studies, Management, Marketing and Events. Consideration may also be given to students without an academic background in a relevant subject area if they have professional experience in this area or are able to demonstrate their ability and commitment to the pursuit of a programme of rigorous academic study.

Non-native speakers of English will need to meet our English language requirements to study with us. For this programme we require: IELTS 6.5 (with a minimum of 6.5 in the written test and no individual test lower than 6.0) If you need assistance with your English language, we offer a range of courses that can help prepare you for postgraduate-level study.

## **Aims of the programme**

This programme aims to offer students the opportunity to study and research events management and events experiences in a creative industries context, with an emphasis on arts related events. The programme has a strong practical focus, enabling students to gain theoretical knowledge as well as practical experience. Events and Experience Management is an inter-disciplinary area of study, which means that students are required to engage critically with material from the fields of social sciences, arts and humanities, and business and management. Students have the opportunity to build on their own experiences and

knowledge by reading, discussing, researching and developing coursework on particular areas.

The MA in Events and Experience Management is designed to enable students to:

- Build on their existing experience and/or interests, to develop knowledge and skills within events and experience management
- Develop a critical understanding of the events industry and the complexities involved in planning and managing memorable events
- Develop an in-depth understanding of the key theoretical approaches to events and apply them to critically examine current issues in events
- Utilise creative skills in events and experience management
- Develop practical knowledge and skills that can be applied in a work context

The programme will produce graduates who are knowledgeable and critical of theory and practice in the areas of events and experience management, and independent learners apt to operating in multicultural contexts.

## **What you will be expected to achieve**

In order to obtain a full MA the students must attend and pass all elements of the programme (180 credits), which includes the development of a substantial piece of individual research activity, the dissertation. Through the dissertation, the full MA student makes a contribution to original knowledge and demonstrates critical thinking, while communicating clearly assumptions and methodologies. However, there is an alternative intermediate exit award.

Students who successfully complete the Postgraduate Certificate (PG Cert) in Events and Experience Management (60 credits, all of which must be from compulsory modules) will have demonstrated a developed competence in the majority of areas covered by Learning Outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4 and D5.

Students who successfully complete the Postgraduate Diploma (PG Dip) in Events and Experience Management (120 credits, at least 90 of which must be from compulsory modules) will have demonstrated a developed competence in all the areas covered by Learning Outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, C5, D1, D2, D3, D4 and D5.

Students who successfully complete the MA Events and Experience Management will need to, in addition to meeting the criteria for the PG Dip, also demonstrate that they have met

Learning Outcomes A5, B5 and D6 through their dissertation work. All Learning Outcomes are listed below:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a comprehensive knowledge and critical awareness of a range of practices, policies, structures and systems in the events and experience management areas involving a multiplicity of stakeholders	The Events Industry, Events and Experience Management in the Arts, Festival Management
A2	Critically discuss the importance of experience management in events design, planning and implementation	The Events Industry, Events and Experience Management in the Arts, Festival Management
A3	Comprehend and critically evaluate the diverse and changing nature of the events and experience industries, impacting upon arts and culture institutions and their relationship with existing and emerging audiences	The Events Industry, Events and Experience Management in the Arts
A4	Build on existing experience and/or interest to develop knowledge within events and experience management	The Events Industry, Events and Experience Management in the Arts, Festival Management

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Utilise conceptual knowledge and critical reasoning skills in complex problem solving	The Events Industry, Events and Experience Management in the Arts, Festival Management
B2	Deploy a range of intellectual skills and linguistic tools to produce academic work of an appropriate level	The Events Industry, Events and Experience Management in the Arts
B3	Analyse and evaluate the role of stakeholders and their practices, as well as the structures and systems framing the events and experience industries	The Events Industry, Events and Experience Management in the Arts, Festival Management
B4	Identify, summarise and critically discuss contemporary issues in the trans-disciplinary area object of the programme	The Events Industry, Events and Experience Management in the Arts

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Apply theoretical and practical knowledge to deliver a proposal and pitch to arts and events professionals	Events and Experience Management in the Arts
C2	Develop creative and innovative skills to plan and design memorable events and experiences	The Events Industry, Events and Experience Management in the Arts, Festival Management
C3	Develop an understanding of key regulations, policies and good practice in the planning and management of events and festivals	Festival Management
C4	Devise, develop, conduct and deliver research relevant to events and experience management, focusing on an element across the wide spectrum of potential areas of study	The Events Industry, Events and Experience Management in the Arts
C5	Communicate effectively and succinctly through oral presentation and express themselves in writing for academic and other audiences, employing when necessary the appropriate ICT tools and skills.	The Events Industry, Events and Experience Management in the Arts, Festival Management

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Share and exchange expertise and skills with other students and the tutors on the course employing effective written and oral communication skills	The Events Industry, Events and Experience Management in the Arts, Festival Management,
D2	Demonstrate they are an independent and creative learner able to exercise initiative and personal responsibility for their own learning and planning processes	The Events Industry, Events and Experience Management in the Arts, Festival Management,
D3	Conduct research methodically to find an answer that is complete, accurate and authoritative	The Events Industry, Events and Experience Management in the Arts, Festival Management,
D4	Work effectively as part of a team	Events and Experience Management in the Arts, Festival Management

Code	Learning outcome	Taught by the following module(s)
D5	Take an entrepreneurial approach to problem solving	The Events Industry, Events and Experience Management in the Arts

Students who successfully complete the MA Events and Experience Management will, in addition to the learning outcomes above, be able to:

## Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A5	Make a contribution to original knowledge	Dissertation

## Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B5	Devise, develop, conduct and deliver a significant independent piece of research relevant to events and experience management, using a self-reflective and critical approach and communicating clearly their assumptions and methodologies.	Dissertation

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D6	Demonstrate the ability to design and conduct a significant piece of original research	Dissertation

## How you will learn

The various modules of the programme provide the opportunity to explore a diverse range of topics. These are further developed through students' independent research and learning activities directed towards coursework and the final dissertation.

Students are taught through a combination of lectures, seminars and workshops. Students are expected to prepare for each class by reading academic books and articles, and to actively participate in discussions and debates. Classes are taught both by academics and industry professionals, and there are practical elements where students can put their theoretical knowledge to practical use.

Students are ultimately responsible for their own learning. Students are expected to engage in considerable independent reading, research and reflection for all modules culminating in the final dissertation. This independent work, encouraged to autonomously extend their knowledge and skills, is supported by human and material resources made available through the College and its partners, including, for example: Goldsmiths Library, Senate House Library, access to the M25 Consortium of academic libraries (<http://www.m25lib.ac.uk/>), resources available through the Virtual Learning Environment, and supervision from teaching staff.

Regarding notional study time, for each 30 CATS module students are required to commit approximately 300 hours of work to achieving the learning outcomes for that module. This comprises a variable combination of contact time, (lectures, seminars, tutorials) and self-directed learning time (background reading prior to classes and research for assignments). A dissertation requires double that amount, as one credit point is equivalent to 10 hours of total learner effort.

The teaching and learning methods to which students are exposed have been designed in recognition of:

(a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities, leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, students experience a range of teaching/learning methods, including formal lectures, workshops, seminars, summative coursework (essays and dissertation), and independent research projects.

Formal lectures are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. In some instances, seminars and workshops provide a further opportunity to develop an independent and critical perspective.

## **How you will be assessed**

Students are required to undertake and pass every element of the programme: essays, portfolios and presentations for the modules (or other type of assessment as described for particular modules) and the final dissertation.

Students are reminded that they may not present substantially the same material in any two pieces of work submitted for assessment.

We recognise that students must be provided with feedback on their progress and achievements in order that they develop their capacity to judge their own performance against the required standards. We therefore incorporate feedback at all stages in the programme and provide it in a number of ways.

Students receive feedback on written work (essays and dissertation) in the form of structured feedback relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work.

At the start of the programme, during the Autumn term, students prepare a diagnostic essay and they are provided with written feedback before the end of term in preparation for the future written academic work. During meetings with their Personal Tutor, students have a further opportunity to receive feedback and academic guidance. Feedback is also offered orally by tutors and peers in formative individual and group tasks.

Feedback serves a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored.

The mix of formative and summative assessment approaches across the programme is specifically designed to encourage students to engage with developing their own pathway within a supportive framework. This will provide them with the flexibility to undertake assessment within the programme that relates to their own learning style but also potentially providing them with outputs that can be used to develop their careers. Group meetings between tutors assure the reliability and validity of these forms of assessments. In addition, all summative work is either second marked or moderated.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	In order to achieve 80% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Outstanding level. Marks in this category will be awarded for work which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into both business and the application of creative process.



<b>Mark</b>	<b>Descriptor</b>	<b>Specific Marking Criteria</b>
70-79%	Distinction	In order to achieve 70% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Excellent level (distinction threshold) Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of outstanding achievement in all or a consistent combination of the above areas
60-69%	Merit	In order to achieve 60-69%, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to a good extent. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas, or considerable merit in some areas and a good standard in others.
50-59%	Pass	In order to achieve 50-59%, the piece of work being assessed would need to demonstrate that the majority of the appropriate learning outcomes have been achieved to a satisfactory extent. Marks in this range will reflect solid competence and achievement, although the work might be partial rather than consistent in clarity, precision and effectiveness. (It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis.) The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Fail standard – the mark indicates that the work is below the standard of a Masters degree. The piece of work being assessed demonstrates that the majority of the outcomes have been achieved to a less than satisfactory extent. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes at Masters standard.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.

Mark	Descriptor	Specific Marking Criteria
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## How the programme is structured

This MA is a 180-credit programme consisting of four 30-credit modules and a 60-credit dissertation. The three main 30-credit modules of the programme are Creativity, Events & Eventfulness; The Events Experience Theory & Design, and Festival Management:

Creativity, Events & Eventfulness is set to equip students with a broad understanding of events and events management in the 21st Century, including the role of events in strategic city branding and how events are utilised by arts and culture organisations. The module introduces students to the scope and breadth of the event and live media industry, enabling them to get a broad understanding of the wider event landscape where various micro and macro factors affect both the internal and external event environment.

The Events Experience Theory & Design enables students to explore principles and theories associated with event experience design and management. It combines theoretical perspectives with practical skills and techniques for creating and managing events, in order for students to be able to deliver memorable and integrated experiences. The module, which is set to prepare students for employment positions where they can create and manage events with minimal supervision, is divided into two parts: the first part is centred around events experience management theory while the second part involves a more practical approach as students will be required to respond creatively to a brief and pitch an event idea to practitioners from an arts organisation.

Festival Management focuses on planning, organising and marketing festivals. London hosts a broad range of festivals, making it the perfect location to study this topic. Students will get the opportunity to test their theoretical knowledge by contributing to key areas of the planning and management of an actual festival. Guided by experienced field practitioners, students will develop their critical understanding of key practical elements of festival and events planning and management. The Festival Management syllabus includes elements such as feasibility studies, license agreements, budget overviews, risk assessments, market research, marketing plans, organisational charts, evaluation strategies, action plans, planning schedules, run sheets, and contingency plans.

The dissertation, a written work of 12,000 words worth 60 credits, on a topic chosen by the student will assess their ability to design, develop and write an advanced research project using primary and/or secondary materials appropriate to the topic.

These modules are complemented by a 30 credit option from a pool of modules covering arts engagement, media, marketing, business and management - this is designed to allow the student to tailor the programme to his/her own particular skills and/or interests. The teaching methodologies used in these modules will be conducive to creative and independent in depth and collaborative learning and will culminate in the production of a final dissertation in which the student will explore in detail a topic building on his/her interests and knowledge. The programme allows and encourages students to engage in work placements while attending the modules. The placements are not a formal part of the programme. Some support will be provided to students building on ICCE's extensive experience of internship management and network of contacts.

Full-time students take the programme over one calendar year. Part-time students take the course over two calendar years. Formal teaching takes place in the autumn term (eleven weeks) and spring term (eleven weeks). The summer term is designed for the dissertation.

In order to complete their first year, part-time students need to successfully complete two of the compulsory modules in their first year. Normally part-time students will take optional modules in the second year, and complete their dissertation at the end of that year.

<b>Module Title</b>	<b>Module Code</b>	<b>Credits</b>	<b>Level</b>	<b>Module Status</b>	<b>Term</b>
Creativity, Events & Eventfulness	IC71147B	30	7	Compulsory	1
The Events Experience Theory & Design	IC71145B	30	7	Compulsory	2
Festival Management	IC71146A	30	7	Compulsory	1-2
Dissertation	IC71148A	60	7	Compulsory	3
30 Credits of optional modules from an annually available list.	Various	30	7	Optional	1-2

## **Academic support**

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline

and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

Students on the programme will develop their skills in critical thinking, teamwork and project design and implementation. These are transferable skills that are desirable across the public and private sectors.

Students will also, through our close links with events professionals and organisations, get the opportunity to widen their contact net and improve their networking skills.

In addition, practical elements are incorporated into some of the modules, which means that students gain valuable industry experience as part of the curriculum. For example: students will take part in workshops led by industry practitioners, pitch event ideas as part of the assessment programme, and receive practical learning opportunities through study visits and field work.

The programme aims to produce graduates who are highly skilled, confident and capable, and ready to pursue a career in the fast-changing cultural and creative industries.

## **The requirements of a Goldsmiths degree**

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

## **Modules**

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

## Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

## Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

## Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

## Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

## **Programme-specific rules and facts**

### **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### **Specific programme costs**

Not applicable.

## **How teaching quality will be monitored**

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).