

1. GENERAL INFORMATION

1.	Programme Title:	MSc International Tourism and Events Management
2.	Final Award:	MSc International Tourism and Events Management
3.	Exit Awards:	Postgraduate Certificate International Tourism and Events Management Postgraduate Diploma International Tourism and Events Management
4.	Awarding Body:	MSc International Tourism and Events Management Glasgow Caledonian University
5.	Approval Date:	November 2017
6.	School:	Glasgow School for Business and Society
7.	Host Department:	Business Management
8.	UCAS Code:	
9.	PSB Involvement:	
10.	Place of Delivery:	Any GCU Campus
11.	Subject Benchmark Statement:	QAA Master's degrees in Business and Management Benchmark Statement 2015
12.	Dates of PSP Preparation/Revision:	January 2018

2. EDUCATIONAL AIMS OF THE PROGRAMME

The MSc International Tourism and Events Management programme aims to equip students with comprehensive understanding, knowledge and practice of principles, processes and leading-edge approaches to managing events and tourism in a responsible manner across a wide range of sectors and international environments.

The programme has been designed to ensure the professional development of essential and desirable graduate skills and competencies within the tourism and events industry to enable students to make a valuable contribution in the workplace. Recognition from the Tourism Management Institute will be sought for the new programme (it is already in place for the current MSc International Tourism Management).

The syllabus encompasses the study of events and tourism in a global environment, sustainable business operations, evaluation of the impacts of events and of tourism strategies, research-led events and tourism case-studies, designing and delivering actual events, understanding bidding and making a real pitch for an event delivery, financial and ethical and responsible management for the events and tourism industry. All the students will have the opportunity to undertake an industry placement as part of the programme.

The programme therefore provides students with a comprehensive, intellectually challenging, and vocationally significant education giving them a competitive edge in the market.

This MSc degree will enhance student employability through participation in a wide-range of teaching and learning experiences including integrative case studies, individual and group projects, presentations, a placement, field trips, and visiting industry speakers. In addition, the Programme will include a learning journey for students who will be able to undertake an international learning opportunity (either in person or virtually). Students will have the opportunity to attend key industry events such as the World Travel Market, the Universities of Scotland Events Conference or similar.

Students will also be able to choose to travel to one of our partner institutions, University of California, Riverside, to study for a certificate in sport event venue management (subject to minimum numbers being achieved) or to take part in an overseas trip to the Tyrol (both of the above would be self-funded by the student).

The programme aims to meet the needs of students who wish to pursue a career in the tourism and events industry across a wide range of international organisations and within the public, private and third sector. Applicants may have a background in events or tourism management, however the programme may also be attractive to those who have studied unrelated subjects at undergraduate level. The programme is offered on a full-time basis in Glasgow. The market research for the programme indicated that the programme or modules within it will appeal to current working managers who may apply to undertake single modules as part of their continuous professional development, ultimately achieving a named award (eg through Accreditation of Prior Learning (APL)). The programme welcomes applications through the Flexible Entry route involving Credit Transfer and Recognition of Prior Learning (RPL).

The primary aim of this programme is to provide a broad, analytical and integrated study of international tourism and events management. Specifically, the educational aims are stated as follows:

- To develop critical appreciation of the theoretical concepts, principle strategies, policies and practices relevant to the international tourism and events industry.
- To develop both a theoretical and a practical understanding of real world issues in tourism and events from a UK and global perspective.
- To develop skills to apply the knowledge, approaches and methods to the challenges faced by events and tourism organisations in an international and interdisciplinary context at both a strategic and operational level.
- To develop leadership potential and skills relating to managing self and others in increasingly diverse and international organisations.
- To develop a critical understanding of research techniques and methodologies and apply these to a proposal for an independent research project in events and tourism management.
- To develop personal and transferable skills related to independent research, problem solving, critical thinking, group working, ICT, employability skills and inter-personal communication.
- To develop understanding of the impact of national and international environmental contexts on the performance and management of organisations, and, of the impact of business on society at a local and global level in line with the Principles of Responsible Management Education (PRME).
- To develop understanding of role of creativity, innovation and enterprise in business and society at both national and international levels.

3. INTENDED LEARNING OUTCOMES

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

3A Knowledge and Understanding:

- A1 Critical appreciation of the principal theories, concepts, practices and principles relating to international events and tourism management.
- A2 Awareness of the current issues, technologies, policies and practices relating to the principles of responsible management and sustainable organisational performance in international tourism and events management.

- A3 Understanding of analytical tools and frameworks for strategic and financial analysis within an international context.
- A4 Critical understanding of strategic management in events and tourism.
- A5 Critical evaluation of the destination and the role of events in tourism.
- A6 Critical appreciation of the economic and social impacts of events and tourism on society.
- A7 Critical evaluation of current developments in international events and tourism management from an ethical and governance perspective.

3B Practice: Applied Knowledge, Skills and Understanding:

- B1 Critically review, synthesise and develop knowledge relevant to international events and tourism management.
- B2 Critically analyse, evaluate and synthesise qualitative and quantitative information.
- B3 Critically analyse current thinking, research and business practice in international tourism and events management.
- B4 Utilise relevant information sources in an appropriate manner to generate alternative decisions and formulate creative and responsible solutions.
- B5 Demonstrate originality, insight and innovativeness in tackling and solving problems.
- B6 Reflect on personal learning and development.

3C Generic Cognitive Skills:

- C1 Effective use of communication and information technologies to present ideas, analyse problems and develop clear and concise conclusions and recommendations.
- C2 Cognitive and intellectual skills including critical thinking, self-reflection, creativity and ethical problem-solving.
- C3 Research skills: information retrieval and collection; data analysis and synthesis.
- C4 Project management skills and the use of associated software technologies.
- C5 Ethical decision-making, negotiation and conflict resolution skills.
- C6 Deal with complex issues and make responsible and informed judgements in situations in the absence of complete or consistent data/information.

3D Communication, Numeracy and ICT skills:

- D1 Numeracy and quantitative skills in interpreting statistical and financial data.
- D2 Report and project writing skills.
- D3 Professionalism in the use of a range of oral communication techniques when articulating ideas and concepts.
- D4 Presentation skills in written communication in a variety of formats, and visual presentation skills.
- D5 Identify and utilise the most appropriate method of communication for a range of audiences with different levels of knowledge or expertise.

3E Autonomy, Accountability and Working with Others:

- E1 Effective leadership and team working skills, including cross-cultural sensitivity, team-building and project management in group work situations.
- E2 Planning and time-management: organising and planning work, self-management and independent working.
- E3 Inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset.
- E4 Inter-personal skills including questioning and listening, influencing and persuading, advising others and giving feedback.

- E5 Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.
- E6 Exercise substantial autonomy and initiative in professional and equivalent activities.

The Strategy for Learning (SfL)

The SfL is centred on a single goal: to develop graduates who will be:

Proficient in their discipline, entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts.

The dedicated Strategy for Learning (SfL) for the programme is designed specifically to meet the overall educational aims of the programme as well as the specific learning outcomes expected of students. This is shown in a table at the end of this document. The teaching/learning approaches will be student-centred, practical, participative, and relevant to the needs of the student, taking into account the availability of resources and effective use of the time available.

A blended approach is adopted for learning and teaching with the use of face-to-face contact in the form of lectures, seminars and workshops as well as directed and independent study. The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning environment. A carefully managed learning environment will facilitate shared knowledge and understanding across a cohort of diverse international students to enhance the student learning experience. The teaching/learning strategy incorporates the use of computer-based applications and resources and, specifically, VLEs such as GCULearn.

The range of modules from theoretical to practical is designed to generate the wide array of knowledge and skills necessary for graduates entering a broad range of positions in the tourism and events industry across different sectors. Field trips and guest industry speakers will be utilised to contextualise theories and challenges discussed in class and, where possible, 'live' case study challenges and business simulation exercises will be set for student assessments. Transferable skills identified within the programme learning outcomes will be addressed across all of the modules. For example, LO C4 – project management – will be developed in situations where students are working together to deliver an outcome such as in Event Planning and Management (EPM) and also within Applied Professional Practice (APP) where they manage their own placement activities as well as in other modules.

Across the programme a range of assessment methods are deployed which are designed to enable students to demonstrate their knowledge and understanding required of the aims of the programme as well as the array of intellectual, professional and transferable skills demanded by employers. As such, a balance of group and individual work and including different methods of presentation has been created. There is one class test in the programme where students will demonstrate their financial management capabilities. The remainder of assessments are coursework or presentations and this is due to the nature of the events and tourism industry where presentation skills and critical analysis are of great importance. This range of assessment methods has been carefully created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferrable skills. The nature of assessment is specific and relevant to the module content and therefore includes an amalgamation of investigative research, critical analysis, methodological approach, problem-solving and critical self-reflection. The use of individual and group-based projects, leading to individual and group reports, presentations, and self-reflection are designed to meet all learning outcomes.

The Common Good Curriculum

The Common Good Curriculum aims to ensure that all GCU students have the opportunity to develop the attributes needed to make a positive difference in the communities they serve alongside the specialist knowledge and skills in international tourism and events management. These attributes are underpinned by GCU's core values of Integrity, Creativity, Responsibility and Confidence. The attributes are:

- Active and Global Citizenship – e.g. recognising and actively seeking to address global social challenges; participating in the community at a local, national or global level.
- Entrepreneurial mind-set – e.g. identifying opportunities for change; creating solutions, and putting these into practice in response to identified real world problems.
- Responsible Leadership – e.g. developing solutions that are ethical, visionary, realistic and sustainable; exercising empathy, resilience and professionalism.
- Confidence – e.g. challenging yourself and continually learning from experience; believing you can make a positive difference by what you do.

Whilst these attributes are embedded throughout the programme and all the modules, examples of where and how they are developed are shown in the Common Good Mapping Tool (see Appendix C below).

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

SHEM Level

Module Code	Module Title	Credit
MMN424936	Ethics, Governance and Responsible Leadership	15
MMN224952	Delivering Dynamic Destinations	15
MMN224961	Finance and Economics for the Events and Tourism Industry	15
MMN224953	Tourism and Events Experiences	15

Exit Award – Post Graduate Certificate 60

Module Code	Module Title	Credit
MMN224933	Applied Professional Practice	15
MMN224956	Event Planning and Management	15
MMN524955	International Marketing Planning and Strategy	15
MMN224954	Strategic Event Tourism Management	15

Exit Award – Post Graduate Diploma 120

Module Code	Module Title	Credit
MMN224938	Masters Research Project	60

Exit Award – Masters 180

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Student Induction and Transition programmes
- Programme Handbook
- Module Handbooks and Module Descriptors
- Library with access to other local and national library resources
- Learning Development Centre– study skills and support groups/ tutorials (including e-support)
- Academic Advisers (PPACT)
- Student E-mail
- Open access to IT facilities

- Student Services which provides assistance and guidance
- Counselling Service and Disability Service
- International Student Advisors
- Visiting lecturer/ expert presentations
- Employer visits
- Student Staff Consultative Group
- Student representatives on the Programme Board
- Student representation on School Board, Senate and its Standing Committees
- Web-based Learning including GCU Learn (VLE)
- Access to on-line discussion groups and other forms of e-communication
- GCU Student Association
- GCU Alumni Association

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

Programme Admission Requirements:

Entry to the programme will normally be on the basis of a candidate having a United Kingdom (UK) Honours degree or equivalent in any discipline, normally at grade 2.2 or above.

All students whose first language is not English should meet the minimum language proficiency as stipulated by the wider GCU admissions policy of IELTS 6 (no element less than 5.5).

Flexible Entry - Credit Transfer and RPL:

An applicant can seek entry to the programme if they do not have the normal entry requirements, but can demonstrate that they have achieved the prerequisite skills and knowledge through their experience, or informal learning (Recognition of Prior Learning). Applicants may be granted entry with advanced standing, if they can demonstrate equivalence to the learning outcomes of a module. A student can gain credit towards an award through a combination of prior informal and prior certificated learning.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy Committee (APPC)
- University Senate

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on year of entry can be found at: [GCU Assessment Regulations](#)

9. INDICATORS OF QUALITY AND STANDARDS

- Student progression rates
- Student Staff Consultative Meetings
- External Examiner Reports considered at Programme Boards
- Annual Module Monitoring Report of modules to the Programme Board for sharing of good practice and proposed modules enhancements
- Annual Programme Analysis
- The outcome of any Cognate Area Reviews organised by the School and /or University
- The outcome of any University internal quality audit of the programme
- The outcome of any QAA HE subject/institutional review
- Application rates
- Applications through 'word of mouth' recommendations
- Annual student satisfaction questionnaire
- Research publication: conference papers, journal articles, chapters in textbooks
- Consultancy income

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook

- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCU Learn
- University Module Catalogue
- University Prospectus

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: January 2018

CURRICULUM MAP for MSc International Tourism and Events Management

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

PSMAP

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules			Programme Outcomes																		
Code	Title		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6
LEVEL M	MMN424936	Ethics, Governance and Responsible Leadership		x		x		x	x	x	x	x			x	x	x			x	x
	MMN224952	Delivering Dynamic Destinations	x	x		x	x	x		x	x	x		x		x	x	x		x	x
	MMN224961	Finance and Economics for the Events and Tourism Industry	x		x	x	x	x	x	x	x	x								x	x
	MMN224953	Tourism and Events Experiences	x	x			x		x	x	x	x	x	x		x	x			x	
	MMN224933	Applied Professional Practice	x	x				x	x	x	x	x	x		x	x	x			x	x
	MMN224956	Event Planning and Management	x	x			x		x	x	x	x	x	x	x	x	x		x	x	x
	MMN524955	International Marketing Planning and Strategy	x		x	x					x	x	x	x	x		x	x			x
	MMN224954	Strategic Event Tourism Management	x	x	x	x	x	x	x	x	x	x						x	x		x
	MMN224938	Masters Research Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

Modules			Programme Outcomes												
Code	Title		D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6	
LEVEL M	MMN424936	Ethics, Governance and Responsible Leadership		x	x	x	x	x	x	x	x	x	x		
	MMN224952	Delivering Dynamic Destinations		x	x	x	x	x	x	x	x	x			
	MMN224961	Finance and Economics for the Events and Tourism Industry	x			x			x			x			
	MMN224953	Tourism and Events Experiences		x	x	x	x	x	x	x	x	x			
	MMN224933	Applied Professional Practice		x	x	x	x	x	x	x	x		x		
	MMN224956	Event Planning and Management	x	x	x	x	x	x	x	x	x	x			
	MMN524955	International Marketing Planning and Strategy		x	x	x		x	x	x	x	x			
	MMN224954	Strategic Event Tourism Management	x			x			x	x	x				
	MMN224938	Masters Research Project	x	x		x			x		x	x	x		

ASSESSMENT LOADING MATRIX

SHE Level M									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMN424936	Ethics, Governance and Responsible Leadership	A	15	70	30				
MMN224952	Delivering Dynamic Destinations	A	15	100					
MMN224961	Finance and Economics for the Events and Tourism Industry	A	15	70					30
MMN224953	Tourism and Events Experiences	A	15	70	30				
EXIT AWARD: Post Graduate Certificate									

SHE Level M									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMN224933	Applied Professional Practice	B	15	60	40				
MMN224956	Event Planning and Management	B	15	70	30				
MMN524955	International Marketing Planning and Strategy	B	15	50	50				
MMN224954	Strategic Event Tourism Management	B	15	100					
EXIT AWARD: Post Graduate Diploma									

SHE Level M									
Module Code	Module Title	Trimester	Credits	Assessment Weighting					
				Cw1	Cw2	Cw3	Exam1 (Exams Office)	Ex2 (Exams Office)	Ex3 (Class Test)
MMN224938	Masters Research Project	C	60	80	20				
EXIT AWARD: Masters									

Appendix B: Strategy for Learning Curriculum Development Template

Curriculum Design Principle	Specific examples of where this principle is embedded currently	Specific areas for enhancement and timeline for achieving them	Specific examples of current and future application of digital learning/ technology
Engaged learning	Active learning philosophy underpins the delivery of Tourism and Events Experiences (TEE) module where students are required to negotiate a client brief and pitch their ideas.	The active learning philosophy is evident across all modules but we aim to build on this across multiple learning activities to create an immersive and inclusive learning experience.	In the International Marketing Planning and Strategy (IMPS) module students work in groups to problem solve a tourism scenario. Students will present their assessment for Event Planning and Management (EPM) as an individual reflective podcast.
Divergent thinking	In Delivering Dynamic Destinations (DDD), students are challenged to consider the conceptual development of a destination. In Applied Professional Practice (APP), students are required to map their own employability knowledge and skills designed to stretch and test what they already know. This process of stretching and testing through activity enables creativity processes to come to the fore.	A range of techniques will be incorporated into modules as the programme develops over the next two years including more brainstorming sessions to encourage creativity; six hat thinking that encourages parallel thinking by viewing a problem from different perspectives; and lateral thinking by problem solving in unorthodox or illogical ways.	The use of a video assessment in Applied Professional Practice (APP) is one way of allowing students to express their reflections in more than one manner.
Personalised learning	Student interaction with support staff and the Learning Development Centre and careers service is encouraged through a programme-specific development programme. In addition, students are allocated an Academic Advisor who will meet with them each Trimester to discuss their programme.	Development of the flipped classroom approach in the next two academic years could allow students to have a deeper learning experience when in contact with staff. This will be developed further in one module.	Materials and links are available on GCULearn for students to access at any point.
Inclusive, accessible learning	The Applied Professional Practice (APP) module encourages an individualised learning experience through and a personal employability map. Addressing the needs of both pre- and post-experience students, negotiated learning is a tool that ensures that whatever the background, the student will gain value from the process through activity as it will focus on their own development needs.	It is intended to explore and possibly develop a blended learning approach to the teaching and delivery that extends the flexibility and inclusiveness of the programme to those unable to access the full-time mode.	Technologies are extensively harnessed in delivery of Applied Professional Practice (APP). Learning designs involve technologies and applications as a means for enabling collaborative and learning activity. Podcasts and online tasks are designed to support tutorials through theoretical development and two core lectures are provided on line. Journals (e diaries) are utilised to leave a digital footprint of activity and feedback, as well as enabling students to produce layers of embedded content
Broader and deeper learning	All modules on the programme offer opportunities and means of exploring the subject by a broader and deeper learning approach including access to contemporary thinking in research, practitioner engagement, specialist choices in assignments,	Broader and deeper learning is already evident across the programme but over the next two years further expansion of community of learners, active learning techniques and networking opportunities will feature across all modules. Students will be	Students will be able to access materials through GCULearn. In addition, students will use digital means to access other materials for example podcasts or videos from other institutions or from overseas.

	and the use of case studies to better understand the link between theory and application. For example in Strategic Event Tourism Management guest speakers will present students with detailed case studies of events such as the Solheim Cup 2019, or Glasgow 2018 where they can then understand the link between theory, strategies and practical delivery.	able to access learning platforms that help them engage with other learners across the globe, to share ideas and experiences and utilise the knowledge for their own learning purposes.	
Flexible learning	Students will be able to choose their own event to deliver within Event Planning and Management. They also will be able to select their own placement in Applied Professional Practice (APP) and determine what their focus in the Research Methods module will be.	It is intended to explore and possibly develop a blended learning approach to the teaching and delivery that extends the flexibility and inclusiveness of the programme to those unable to access the full-time mode.	Access to all materials on GCULearn allows students to study from anywhere. The increasing provision of electronic resources in the library means students need not travel to GCU to look at references.
Global learning	The international “learning journey” for students will offer an in-depth look at the tourism and events industry in a different location. Use of campuses in New York and London will allow significantly different experiences for the students.	Over the next two years, we would like to develop a programme at New York campus and London Campus where students can access experts in the industry.	For students unable to travel or access the international country, we will provide a digital resource.
Real world problem solving	Real-live clients and case studies are a feature of several modules. For example, in Tourism and Events Experiences (TEE) and Event Planning and Management (EPM) students will be applying their learning to a problem and presenting a solution for a client (or actually delivering an event). In the Finance and economics for the Events and Tourism Industry, real case studies from the work of the Moffat Centre will be utilised in teaching.	Staff continue to look for active partners in industry to provide a variety of real-world problems for students, placement opportunities for Applied Professional Practice (APP) and also for research methods consultancy project opportunities.	International Marketing Planning and Strategy (IMPS) use the business simulation model to give students experience of problem solving. In Applied Professional Practice (APP) students keep an e diary record of their activities.
Entrepreneurship and employability	By its nature, the events and tourism industry includes a large number of entrepreneurs. Students will have the chance to hear from one of them as a guest speaker in Tourism and Events Experiences (TEE) module. In addition, employability is addressed specifically in Applied Professional Practice (APP) and one of the work-related environments offered to students is a new venture creation experience.	Staff will endeavour to develop as large a portfolio of guest speakers, placements for Applied Professional Practice (APP) and consultancy projects as possible for students over the next 2 years	International Marketing Planning and Strategy will demonstrate the use of social media and new technologies as a medium for marketing event and tourism.
Responsible leadership and professionalism	The Ethics, Governance and Responsible Leadership (EGARL) module is built on responsible leadership and professionalism from an ethical and governance viewpoint. The guiding principle of this module is to evidence competencies in	The Programme will seek to be accredited by the Tourism Management Institute.	Further training and information around sustainability and ethics in tourism is widely available through the internet – webinars and podcasts will be utilised to contextualise this module for the students.

	understanding of alternative theoretical perspectives, critical analysis, learning and to assist in developing critical reflection of what responsible leadership and professionalism means in today's global environment		
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Professional development needs: As the importance of the digital technologies increases, staff training in delivering for example in a flipped classroom or through these technologies may be required.

How does research underpin learning and teaching on your programme? Please give examples: Tutors on the programme are research active with most contributing published articles in peer reviewed journals in their specialist areas. Staff members on the programme are engaged in the delivery of conference papers, PhD supervisions, journal reviews, and research funding. The research undertaken informs and feeds into the programme by making a contribution to contemporary thinking in the specialist fields, additions to reading lists and the provision of case materials and the knowledge sharing on best practice in research methods. For example, **staff from the Moffatt Centre and involved in various research projects with clients and they will form the case studies for the module Finance and Economics for the Events and Tourism Industry. Members of the ITEM Programme team are researching the Legacy of Events, volunteers at events, measuring impact of events, gender and leisure, golf and event tourism and these contribute to the modules Strategic Event Tourism Management, Event Planning and Management and Research Methods.**

Appendix C: Common Good Attributes Curriculum Mapping Tool

Common Good Attributes	Curriculum content and design (<i>what we teach</i>)	Learning and teaching activities (<i>how we teach</i>)	Authentic assessment practices (<i>how we measure</i>)
<p>Active and Global Citizenship: Acting honestly, fairly and ethically in:</p> <ul style="list-style-type: none"> • Recognising and actively seeking to address global social trends and challenges • Viewing the world from the perspective of different cultures • Participating in the community at a local, national and global level • Taking account of and valuing diversity • Exploring social problems and taking action to build a more just and sustainable society • Addressing inequality and disadvantage 	<p>The theme of acting honestly and fairly is embedded across all the modules in the MSc International Tourism and Events Management with the aim of engendering responsible leadership and global citizenship in keeping with the Principles for Responsible Management Education (Prime). Specifically, in their first trimester all students undertake a module, Ethics, Governance and Responsible Leadership which directly addresses these points</p>	<p>Curriculum for one module (Delivering Dynamic Destinations) includes visiting the World Travel Market which is held annually in London. United Nations World Tourism Organisation holds its World Responsible Tourism Day during this event and there are presentations specifically for students to attend. The student cohort on the programme is very diverse and group work is used in a number of modules to help students to be aware of the perspectives of a range of cultures. Examples are used from countries from all over the world.</p> <p>A range of teaching methods are used across the programme from traditional lectures, seminars and practical labs to seminars led by students, work placements, case studies, business simulations, guest lecturers and visits to organisations.</p>	<p>As part of the assessment for Applied Professional Practice, students have to keep a journal (e Diary) and produce a video about their experiences.</p>
<p>Entrepreneurial mind-set</p> <ul style="list-style-type: none"> • Being curious and prepared to take calculated risks • Identifying opportunities for change • Creating solutions, and putting these into practice, in response to identified real-world problems • Thinking creatively, critically and divergently, drawing on a range of ideas and unexpected connections • Dealing with complexity and uncertainty • Actively seeking a diversity of 	<p>Strategic Event Tourism Management presents students with key case studies to learn from. The wide variety of concepts addressed by any one strategy requires students to balance a number of complex ideas and understand the inter-relationships between them.</p> <p>In International Marketing Planning and Strategy, a simulation exercise is used to help students assess the impact of their decision making and create solutions for a case study.</p>	<p>Students are encouraged from the very beginning of the programme to value creative thinking. The Academic and Employability Skills sessions include team building and set a range of challenges that require a creative approach. They also have to find out about each other and present back to the class.</p> <p>Case Studies are used in a number of modules to encourage the students to propose solutions and evaluate them, rather than just identify the “right solution”.</p>	<p>In the Event Planning and Management module, students devise and deliver an actual event thereby identifying an opportunity and putting their solution into practice.</p>

<p>experiences and concepts from different cultural contexts</p>			
<p>Responsible leadership:</p> <ul style="list-style-type: none"> • Exercising: <ul style="list-style-type: none"> • Empathy • Resilience • Professionalism • Inspiring and influencing the thinking, attitudes and behaviour of others • Working collaboratively towards a common vision and common goal • Building communities through the development of trust • Developing solutions that are ethical, visionary, realistic and sustainable • Actively demonstrating a personal commitment to equality and diversity 	<p>The Ethics, Governance and Responsible Leadership module focusses entirely on responsible leadership in Industry. This will include concepts of professionalism, working in a team, influencing others within a team</p>	<p>This responsible leadership module will offer students the chance to plan a placement and then undertake an authentic experience in the industry. This links theory to practice.</p> <p>As previously stated, group work is used to develop team working skills. Students are then asked to reflect on the experience in order to develop the necessary skillset required by employers.</p>	<p>Students will create a portfolio critically evaluating their placement in industry for the assessment. This could reflect a portfolio that they should have of their achievements for potential employers.</p> <p>Self-reflections are used to ensure that students learn from group work experiences. Case studies based on real world problems are used as the basis for courseworks and for seminar work, allowing students to get feedback from peers and tutors to help them develop.</p>
<p>Confidence :</p> <ul style="list-style-type: none"> • Acting assertively and reasonably • Challenging yourself and continually learning from experience • Respecting your own and others' rights and needs • Becoming a 'changemaker', making a positive difference • Being able to understand, respect and engage with a diverse range of audiences and stakeholders 	<p>The Applied Professional Practice Module allows students to spend time working within an organisation. This helps them to develop their communication skills with a diverse range of audiences and presents them with new experiences.</p>	<p>Close links with the Moffat centre staff give students the opportunity to hear research into the impacts of tourism policy or of events at first hand from those carrying out national- level evaluation.</p> <p>Both summative and formative feedback is given to students to help them develop skills and knowledge and hence their self-confidence.</p>	<p>Throughout the Programme a mix of live projects, presentations and essays will ensure graduates have the communication skills, both written and verbal, to compete in the job market.</p>