

LINK 20

www.heacademy.ac.uk/hlst

Events Management: Useful links

AEME

www.aeme.org

Creative Assessment

www.creativeassessment.org.uk

EMBOK

www.embok.org

International Convention on Science, Education and Medicine in Sport

www.icsemis2008.com

London 2012

www.london2012.co.uk

Own the Podium - Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games

www.ownthepodium2010.com

People 1st

www.people1st.co.uk

Identifying and analysing existing research undertaken in the events industry report

www.people1st.co.uk/research

PODIUM

www.podium.ac.uk

QAA benchmark (draft)

www.qaa.ac.uk/academicinfrastructure/benchmark/review06.asp

Skills Active – Sector Skills Council for Active Leisure and Learning

www.skillsactive.com

Training for Tourism

www.trainingfortourism.com

UK Skills Passport

www.theskillspassport.com

Link 21 – Scottish Enhancement Themes

LINK 21 will focus on experience of learning, teaching and assessment and issues related to the enhancement themes in Scotland. Aspects which might be considered include:

- Staff experience of working within one of the enhancement themes
- The student experience in Scotland
- Enhancement policy
- Current curriculum development initiatives

We welcome articles from institutions across and beyond the UK and which report on practice and developments within any of the 7 Enhancement Themes:

- Assessment
- Responding to Student Needs
- Employability
- Flexible Delivery
- Integrative Assessment
- The First Year
- Research – Teaching Linkages

If you are interested in contributing, please contact Sandie Randall (srandall@qmu.ac.uk), prior to submission, for further details and to discuss the particular aspect you intend to focus on.

References for all the articles are available at:

www.heacademy.ac.uk/hlst/resources/linknewsletter

Going for Gold ...

London's hosting of the 30th Olympiad in 2012 brings a unique opportunity to raise the profile of the subjects in our Network - through their recognition as contributors to the success of high profile events of this kind and through their vital contribution to securing the long-term legacy of lifestyle enhancement which is anticipated as an outcome. Our courses and our research and consultancy provide the professional skills, knowledge and understanding which are essential for a successful Olympics and for securing their promised legacy.

From the sciences which support the preparation of elite athletes for world class performance, to the coaching and sports management capacity required to support growing participation in sport and the commensurate provision of facilities and opportunities for active leisure; from understanding the needs of tourists and the management of travel and tourism, to skills essential for the provision of successful events and of high quality hospitality facilities and services; from our close working relationships with industry and employers, to our well established multicultural awareness and international outlook ... we can rightly claim to be the subjects for the Olympics!

And, of course, the Olympic Games is not the only high profile event through which our reputation can be enhanced and in which all our subject areas have an interest. We can look forward to a rich vein of sporting events in coming years - the Ryder Cup, Commonwealth Games, Cricket World Cup, Rugby World Cup and, perhaps even, the Football World Cup.

This issue of LINK reflects our shared interest in these major sporting events across our subject communities. It also celebrates a success story - the recognition that the successful management of events of all types and sizes, sporting or otherwise, requires particular professional skills, knowledge and understanding, and the rapid growth in the provision of Events Education in the UK. In just a few years, the subject area has achieved high levels of popularity and recruitment to courses, established its own subject association and 'body of knowledge', been recognised as a specific sub-division in revisions to the QAA Benchmark Statement for Hospitality, Leisure, Sport and Tourism, and been recognised in the Joint Academic Coding System (JACS) used by the Higher Education Statistics Agency (HESA) and the Universities and Colleges Admissions Service (UCAS).

The articles in this LINK give an insight to emerging Events curricula; the approaches being taken to learning, teaching and assessment; and the range of events to which the particular skills, knowledge and understanding of graduates can be applied. Furthermore, they illustrate a growing scholarship which helps us to understand the nature of events, the expectations of participants, and the graduate capabilities required in their management.

The prospects which the Olympics and other major sporting events bring for all our subjects and the emergence of a new area of provision in Higher Education recognising the high levels of professionalism required to deliver such events come together in this issue of LINK. It marks an exciting phase in the development of our subject grouping.

Clive Robertson

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Event Studies: Definition, Scope and Development

Donald Getz, University of
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What is Event Studies?

Event Studies has been defined as:

Event Studies is the academic field devoted to creating knowledge and theory about planned events. The core phenomenon is the experience of planned events, and meanings attached to them (Getz, 2007: 2).

It is important to encompass all planned events, otherwise the field will be too narrow and fractionalised. Usually a typology based on the event *form* can be used to explain *planned events*, including:

- festivals and cultural/religious celebrations
- business and trade events – fairs, exhibitions, meetings, conventions, corporate events
- sport and recreation
- political and state
- educational and scientific
- arts and entertainmentand numerous private events

The common names we give events reflect what is expected of their form, and even appropriate venues (e.g. meetings are held for business purposes in convention centres, while festivals are public celebrations that can be held in concert halls or public open spaces). In this way our normal conceptualisation and classifications are social constructs, and will vary from place to place and over time.

It is sometimes useful to classify planned events by function, or the roles they are expected to fulfil (e.g. *mega events* and *hallmark events* within a tourism context, *community festivals* within a social context, or *live communications* within a corporate marketing context). And we can productively classify events by reference to *place attachment*, differentiating between those that can be held anywhere, but must be bid for (especially major sport events and World Fairs), and those that are institutionalised in a particular place (which is really what I mean by *hallmark event*). Terms like 'pseudo event' are actually critical labels, while 'special event' has to be interpreted with regard to the attributes of an event that make it special.

The discourse on events should be expanded well beyond definitions and typologies. A thorough review of the literature on event management clearly reveals an economic and marketing bias, and while the social and cultural discourse on events is alive and well, it tends to occur in separate fields such

as cultural and urban studies. Within event studies it is critical to encompass all perspectives.

To me it is important to stress generic event management as the new professional standard, as I believe this is the best path to professionalism and higher standards, as well as the soundest foundation for Event Studies. Specialisations will always remain important, but there is certainly a foundation in management that applies to all practitioners, and a base knowledge of planned events in a social, cultural, ecological and economic context that must be part of any curriculum.

An academic field of study, as opposed to a discipline, generally evolves from and depends upon a strong base of professional practice. Just as *leisure studies* relates to the practice of parks and recreation administration, and *tourism studies* connects with tourism and hospitality management, so *event studies* is evolving from event design and management. There also has to be a critical mass of degree programmes in place, conferences, students and scholars doing research and publishing articles, and perhaps even academic organisations dedicated to the subject, before legitimacy can be achieved for a new field.

This relationship is expressed as a pyramid, with the most practical level being *event design and production* at the base (Figure 1). This is where most practitioners exist, and many diplomas and training programmes provide support. Not much theory is required, if the emphasis is on job skills. However, at the university level, *event management* has to include some design and operational knowledge and skills, and much theory. The more the curriculum leans toward theory and research, the more it becomes *event studies*.

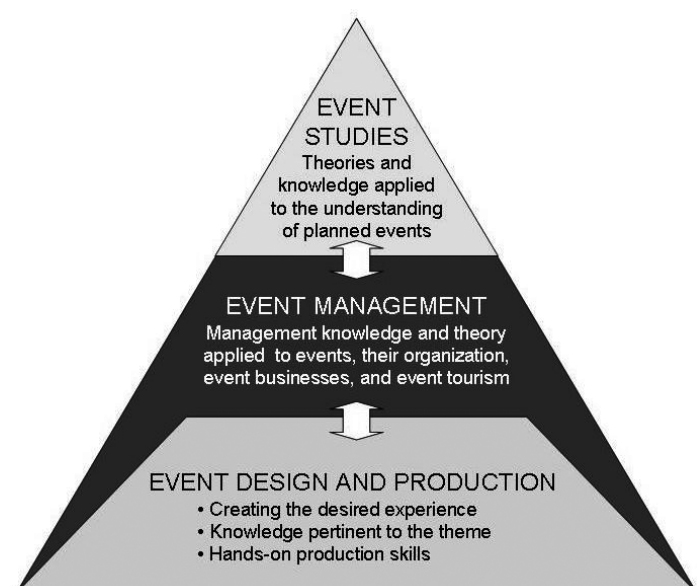


Figure 1: Three levels of event education

Developing the Field

Event studies entail a pursuit of knowledge through a variety of means including theory development. Figure 2 illustrates an open system model that provides a framework for understanding and creating knowledge, with the planned event experience at its core. Even though events are studied within a number of disciplines from their own theoretical perspectives, and are important in many related fields of studies such as tourism, leisure, arts and sport, the need for event studies focused on this core phenomenon remains.

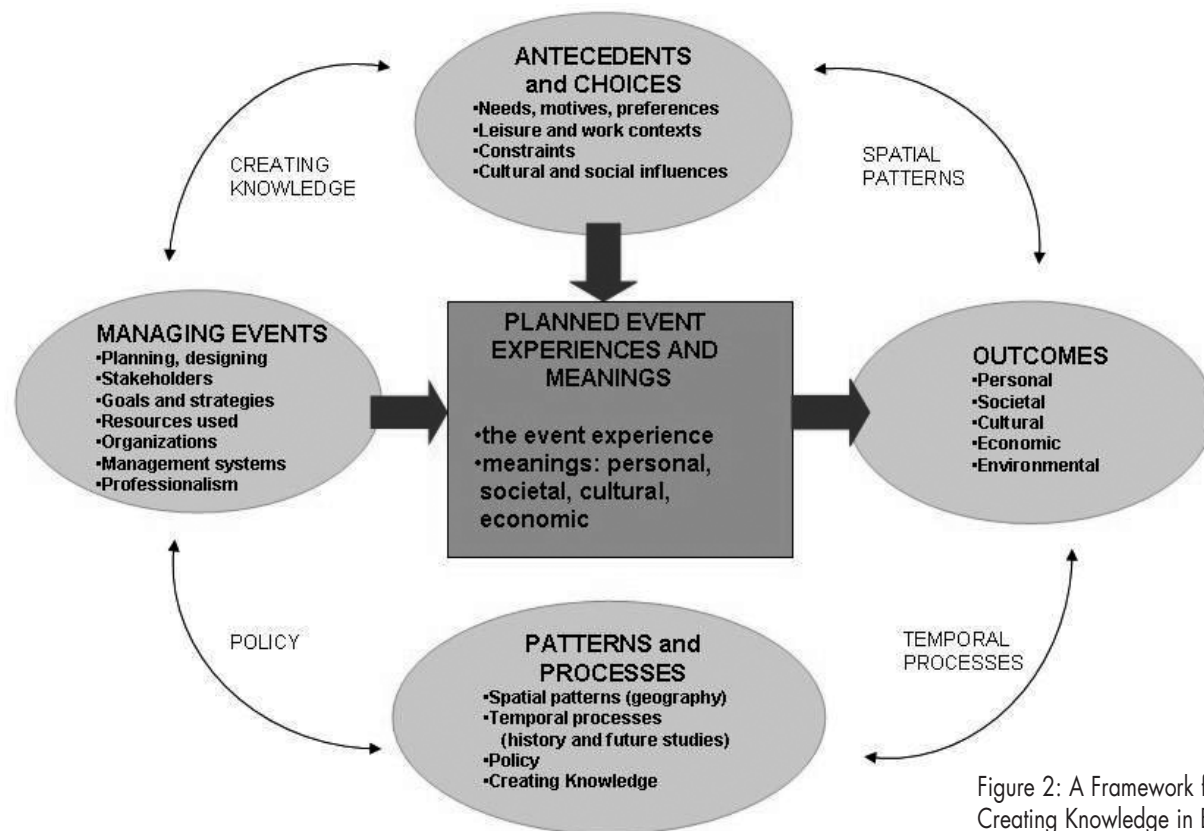


Figure 2: A Framework for Understanding and Creating Knowledge in Event Studies

The planned event sector, distinct from unplanned events, always entails goals and objectives, implying one or more experiential processes and outcomes. Greater understanding of the planned event experience should draw from established theories in anthropology (e.g. van Gennep and Turner), such as the nature of 'liminal/liminoid' space/time (interpreted by Falassi in the context of festivals as 'time out of time'), and 'communitas', being a state in which sharing and equality prevail. Additionally, social psychologists and leisure theorists contribute through an understanding of 'serious leisure' (Stebbins), 'ego-involvement' (Havitz and Dimanche), 'peak experiences' (Maslow) and 'flow' (Csikszentmihalyi).

The meanings people and groups attach to planned events must be understood. This is a part of the experience (e.g. what does this event setting and programme mean to me?), antecedents and choices (I want to be part of an important cultural tradition), and outcomes (I was transformed by the experience). Meaning is attached by individuals, communities and other social groups, and by industry or business.

In addition, the framework includes four major *patterns and processes*. Geographers, in particular, study spatial and temporal patterns, such as the relationship between festivals, resources, and seasons. Political science is required to assess the impacts of policy on the events sector. Knowledge creation is also a process that continuously interacts with the other elements in the model.

It might be the case that event studies never takes hold as a title within universities, but the evolution of leisure, tourism and other closely-related fields suggests that it will.

At a minimum, the teaching of event studies has to be an integral part of a comprehensive event management degree programme, and could certainly be a capstone course leading to research projects and dissertations.

Thirty years ago, when I studied tourism at the University of Edinburgh, it was a specialisation within Geography and a student could read just about everything written on the subject. No-one used the term Tourism Studies. Today, within even a sub-specialty like event tourism, it's impossible to find, let alone read everything relevant. This is how fields of inquiry develop, and my prediction is that Event Studies is the next big wave. Have fun surfing!

Professor David Getz is based at Haskayne School of Business, University of Calgary.

Two paths diverge in a field: The increasing professionalism of festival and events management

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Introduction

Events management, and festival management more specifically, is becoming a well-established professional field in the UK. In the past few decades, the status of festival and events management as a legitimate and widely recognised profession can be seen to be growing and transitioning into maturity (Goldblatt, 2000). In many instances, the tasks expected of festival and events organisers have shifted, in response to changes in programming policies to include socially inclusive and diverse content, and funding pressures to ensure cost effectiveness. Another factor that has affected the organiser's role is the rapid increase in the number of events in recent years, especially high profile events, which has made it a more competitive environment for funding, audiences and other resources. Management, marketing and fundraising skills, along with artistic direction and programming expertise, are increasingly in demand to keep a festival running efficiently from one year to the next. This shift towards a more professional management focus is supported by the increase in training and university qualifications in the field, as well as job opportunities requesting such skills in their advertisements. There is also a growing prestige for event-focused communities of practice, including trade organisations and associations, whose conferences often feature prominent speakers from academia, politics and industry. In many cases throughout the UK, festival and event organisation is no longer considered a pastime; rather, it is a viable career option.

To illustrate this point, I use arts festivals as an example of a type of event that, on the whole, is in the process of undergoing changes in management structure. Results of in-depth interviews conducted with arts festival organisers, as part of a wider research project focusing on the role of arts festivals in the UK cultural economy, support this professionalism trend. In recent times, arts festival organisation has been shifting from the more traditional model of part-time, volunteer co-ordination to more professional full-time, paid management. Arts festival organisation in the UK can lead to a successful career path for some individuals who are skilled in arts administration, financial development and business management. Although there are still some festivals that rely on the goodwill of local co-ordinators, an increasing number of festivals are hiring managers in order to be less reliant on a few enthusiastic individuals and become more sustainable. It is also suggested that there is a link between the increasing professionalism of arts festival direction and the rising ambitions for many festival's objectives which are driven, in many cases, by the necessity of securing funding. Public and private funders have become increasingly target-driven, and many arts festivals have hired experienced arts and events professionals in order to successfully navigate funding application processes and to continue functioning from one year to the next.

Festival management as a career path

Partially due to the increasing interest in events as part of new urban governance schemes, it is suggested that there are now two main types of UK festival organisers. The first is the traditional organiser, who is often a volunteer, part-time or a temporary seasonal hire. This person is usually already a resident of the place where the festival occurs and co-ordinates the festival for the benefit of the whole community. They usually programme amateur community acts and occasionally professional ones. The festivals for which the traditional organiser co-ordinates are mostly small (less than 10,000 attendees) and either take place in neighbourhoods of cities, such as Dulwich in London, or in small towns or villages, such as St Just in Cornwall. Due to resources and time pressures, there are typically only a few festival events per day. This type of organiser can be seen to be motivated by a passion for the arts or the sense of giving back something to the community, and often views their involvement as a social activity. Also, retirees often get involved in festival organisation because they have the time and the interest. When asked during interviews about future plans in terms of involvement with the festival, the majority of these organisers still see themselves organising the same festival or retiring from festival organisation altogether.

It is argued that the key negative aspect of the traditional organiser model of festival co-ordination is the fact that almost everything hinges on the efforts of a small group of individuals. For example, smaller festivals that are run by one or two enthusiastic individuals are in danger of collapsing once they discontinue their involvement. Although

people may volunteer to help, there are few people who actually have the experience and willingness to co-ordinate the whole enterprise. The necessity to improve sustainability and future funding prospects is one reason why a growing number of smaller festivals in the UK are hiring professionally trained and experienced arts and events managers. By doing this, more structured and established systems are in place to enable seamless continuity once staff leave, and the organisation is not reliant on the good will of one or two individuals. For example, the Colchester and Beaminster Festival have hired new directors in the past year in an effort to become more sustainable from year-to-year and secure more funding from public and private sources. More and more so-called traditional organisers are arriving at the conclusion that hiring professional staff who take a business-oriented approach to festival management can assist the festival in becoming more economically viable and attractive to funders.

Indeed, the necessity for professional management is a concept many of the festival directors interviewed for this research have already embraced. These directors fall into the second category of more career-oriented organisers. There is a growing group of paid professionals employed by councils, festival charities or arts organisations; many of these managers are not originally from the place where the festival occurs. The majority of these types of organisers have applicable arts administration or events management university degrees and years of experience working in the field. They often apply business models to the festivals to increase their future sustainability. Almost all of the performances that directors in this category commissioned are by professional artists; the majority are national and international acts. There is a different level of quality to many of these festivals, and many are actively striving to reach a high standard.

The act of linking the success of the festival with place marketing and development initiatives is now a factor considered by many arts festival directors. There is currently much more competition between places, organisers and art forms than ever before. There appears to be 'higher stakes' for events, which may be a factor contributing to the increasing professionalism of the field. This can be seen to have an impact on the ways in which festivals and festival workers are perceived and what outcomes they are expected to produce.

Practical applications

Within Queen Margaret University's School of Business and Enterprise, events management students are not only engaged in learning the appropriate skills to become professional events managers, but they also plan and execute an event of their choosing to prove their ability to manage a real world events scenario. Each student undertakes supervised work experience, with placements either in one of Edinburgh's many famous festival and events management organisations, or internationally in Europe and America. It is this synergy of scholarship and practice that make Queen Margaret University's students prepared to meet the challenges of the changing contemporary events management environment.

Conclusions

Through better management, the professionalism of the events management field can develop. Such professional managers will have the opportunity to improve the quality of what is presented in the UK and around the world. However, it is important to remember that along with business skills, a passion for events is needed to create unforgettable and unique experiences.

Event Management Skills

Caroline Jackson, Sarah Beeston and Alice Darkins,
Bournemouth University

Introduction

How do we counter the criticism of the Taxpayer's Alliance that events-related courses could be described as 'non-courses'? Sometimes it feels like we are caught in the middle of industry requirements and what gives our courses academic credibility i.e. the ongoing vocational (professional) vs academic argument. Does it have to be this way? The aim of this article is to stimulate debate amongst the events community and highlight some of the current developments in both Higher Education and industry. To add to the discussion we present some initial findings from research we are undertaking with event organisations to discover which skills they think are the most important for managers of events.

Event 'industry'

Our research has been inspired in part by the recent Leitch Review of Skills report (2006) and the Government's response (2007). This review identified that in order to remain competitive in the global market, it is essential that more adults have a Higher Education qualification (such as a degree or Level 4 NVQ). It also identified that these qualifications must better address the needs of industry and, in order to achieve this, it is essential that universities and employers work together. One way of doing this is to work more closely with the Sector Skills

Council for the Hospitality, Leisure, Travel and Tourism industries who also represent the Events industry – People 1st (www.people1st.co.uk). In a first step towards closer alliance, the Association for Events Management Education (AEME) was commissioned to produce the report *Identifying and analysing existing research undertaken in the events industry* (AEME, 2006). Such communication has resulted in a greater recognition for events as part of the work of People 1st, but there needs to be an ongoing dialogue.

Their *Skills Needs Assessment* (2006) has limited content that will assist us in our search for the ideal event academic practitioner. One reason for this is the lack of a SIC code for events and therefore collected data. However what we can take from this research is that one of the barriers to the future performance of the sector (as a whole) was identified as the lack of managers with a full profile of management skills. This was seen as a 'significant problem' by businesses surveyed.

The research also states that it is difficult to generalise about the level of qualification required, but they do identify that for conference and event organisers employers are asking for events management degrees. In the South West section of the report it is acknowledged that "The growth sector-specific subject in HE appears to be event management. Nationally, there has been an increase in students of more than 70 percent over three years. As yet, it is unclear whether there is sufficient employer demand for event management graduates." One development from this work is the UK Skills Passport (www.theskillspassport.com) where a number of event-specific generic job descriptions have been produced that offer some advice for us when developing courses and advising students.

Higher Education

At the same time as People 1st are developing guidelines for event skills

requirements, the HE community has been asking itself the same question i.e. what should be the benchmark for an honours graduate with an award title that includes events? It has been opportune for us that the QAA Subject benchmark has been under review and that AEME has been able to play a part in getting *events* recognised as a distinct subject area alongside hospitality, leisure, sport and tourism (see page 22). Like these other subjects, there has been a passionate debate between the 'management' school of thought and those of 'studies'. It is hoped that the final benchmark will achieve a merging of the two.

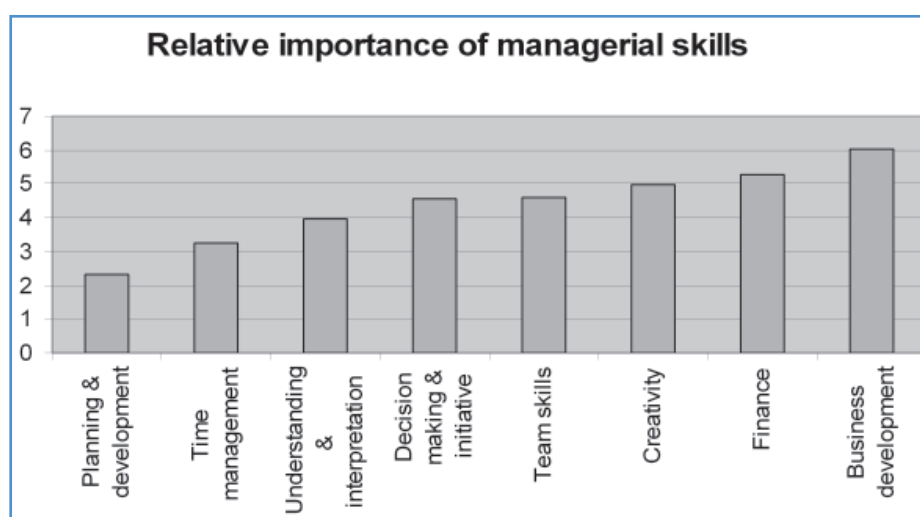
It has been proposed that the four main areas that would distinguish event graduates would be their ability to:

- analyse and evaluate the concepts and defining characteristics of events as an area of academic and applied study;
- demonstrate a range of professional event planning and management knowledge and skills;
- recognise and value the centrality of the attendee and/or client and meet and respond to their needs and expectations;
- utilise, and understand the impact of, rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in an events context.

Our research

In an attempt to merge what People 1st and AEME say event graduates need, we have begun research with event organisations. So far we have contacted 400 organisations on our events database to discover which management and operational skills the value more than others. The skills we identified were from a set of job descriptions, the checklist that our placement development advisors use, and research such as that of Beaven and Wright (2006). The evidence identifies a long list of skills and expertise that we tried to simplify and encouraged organisations to choose which of these are most important, given that they are all important. A few organisations found this really difficult to do, and this may have skewed some of our results, but we will discover this once we have contacted more organisations and elicited a greater response (so far we have 43 responses).

Relative importance of particular managerial skills

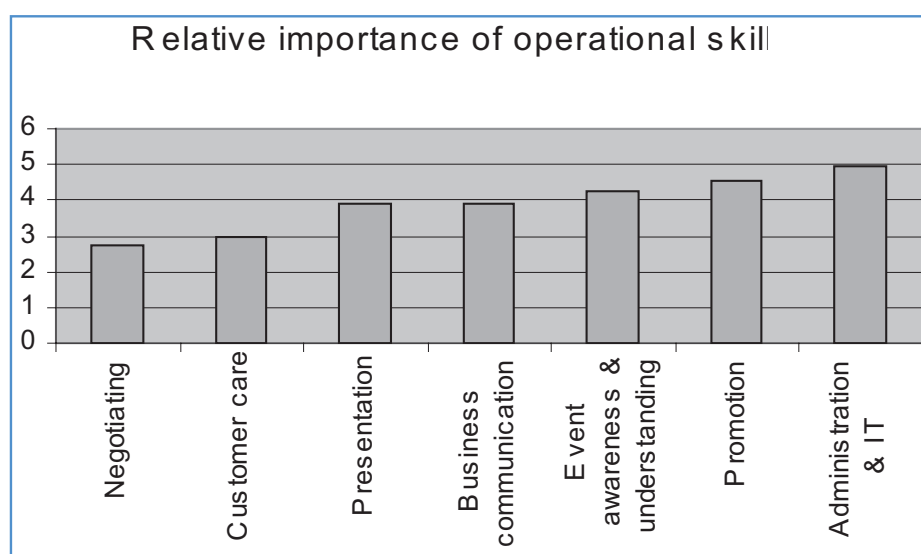


Scale: 1 = most important; 7 = least important

Those skills that are related most specifically to the *project management* tasks of events management have been highlighted as the most important. *Planning and development* skills identified included attention to detail, continuous evaluation, flexibility and analysis. *Time management* included multi-tasking, prioritising, meeting deadlines and organisation. As a result of the relative importance of these more functional and rational skills, creativity, financial and business development skills did not score highly.

Relative importance of particular operational skills

In the actual execution of managing events, the operational skills requirements have tended to be 'softer' and the more people-oriented aspects of negotiation and customer care were highlighted. The art of persuasion and influencing others, whether in a sales environment or in a customer relationship marketing context, was seen as most important. These relate to the communication skills often used in research but go further than just written and oral communication, to understanding the language and the visual literacy required to organise an event for a particular client or customer group.



Scale: 1 = most important; 6 = least important

We are also trying to capture the more detailed requirements of organisations. As expected, health and safety was identified most often.

Conclusion

We, as a subject group and developers of student programmes, need to work collaboratively to ensure that we do not lose sight of the needs of industry (whether a specific sector or the events industry in general), and our academic credibility and independence. The developing work of People 1st and the growing importance of AEME will help tutors and teams in higher education to share information as well as enable us to retain our uniqueness. The research that we have undertaken so far indicates that industry values those that have project management and the softer people management skills. Both of these are important to all graduates, but more so for events management where a holistic rather than a functional approach to management is important, and tasks are done through people not a computer software package.

Running a practical events unit: Dirty Learning

Sean Beer, *Bournemouth University*

Introduction

This article investigates various aspects of the second year events unit delivered to students on the Leisure Marketing programme in the School of Services Management, at Bournemouth University. The underlying teaching philosophy is examined using Ashcroft's *Determinants of Learning* as a baseline and the challenges that this particular approach, entitled *Dirty Learning*, can invoke are discussed.

Overview

Second year *leisure marketing* undergraduate students undertake a 20 credit unit in events. Therefore, the students are not specific *events* students, have not necessarily had previous experience of event management.

Students receive a series of lectures on the various components of event management and attend a series of parallel seminars, which support the lectures and are primarily focused on the assessment – a piece of group work where students actually put on an event. The range of events is very broad ranging from fund raising dinners and balls, through to quiz nights and football tournaments. This particular form of assessment is at times fantastically complicated, and potentially rich in terms of the learning experiences that

can be gained by the students, but there are very loose levels of lecturer control, hence the expression *Dirty Learning*. It also poses specific challenges relating to the fact that it is a piece of group work, and we are dealing with a live event, for which there are a whole series of questions regarding ownership.

Assessment is achieved by three vehicles:

- A business plan produced by the group (approximately 5000 words, 30% of assessment)
- A tutor evaluation of the live event (40% of assessment)
- An Individual event evaluation report (approximately 2000 words, 30% of assessment)

The learning objectives are demanding and the integrated nature of the assessment, together with the fact that this group work, means that we have to concentrate very hard to ensure that the objectives are met.

Student-centred Learning: Ashcroft's Determinants of Learning

An enormous amount of work has been done with regard to analysing the way that people learn. Based on work by Cohen (2007) and Kearlsey (2007), a list of over 50 different theoretical perspectives on the way in which individuals learn can be compiled. As someone who has been teaching for 20 years, I have always strived to underpin my teaching and learning practice with sound theory. However, given the complexity of learning and also the complexity of the theory relating to it, this has not always been easy. Eric Ashcroft worked on condensing the theory into what he called the Determinants of Learning (Ashcroft, 1983). He identified ten factors that he maintained determine learning and converted them to ten practical instructional precepts. These are, that the facilitator of learning should:

1. Ensure objectives are understood
2. Ensure objectives are relevant
3. Arouse the learner
4. Provide useful feedback
5. Reward learning
6. Provide multiple examples
7. Actively involve learners
8. Use a range of senses
9. Eliminate distracters
10. Provide a positive learning climate

In many ways Ashcroft's analysis is very profound and certainly inspired my teaching career. Fashions come and fashions go. At present it might be considered *de rigour* to use learning models such as *communities of practice* or *multiple intelligences*. However, I have maintained a strong connection to the Determinants of Learning as, for me, they seem to work and provide a clear framework. One of the challenges has been to apply them in varying circumstances, this particular events unit being a case in point.

The Unit in Practice: How does it Measure up to Ashcroft's Determinants of Learning?

On the whole, the events unit has been very challenging but also successful. Given that the Determinants of Learning have been so important in underpinning other areas of my teaching, it is interesting to evaluate the unit using these in order to evaluate what they contribute in this case.

- 1) In terms of *ensuring objectives are understood*, a considerable amount of time is invested in helping the students to understand exactly what is required, and then helping them translate this so that they develop well understood objectives within their groups.
- 2) This also involves trying to *ensure objectives are seen as relevant*. It has to be recognised that the students are not specialist events students. As such, it might be considered that they wouldn't be motivated in this specific area. However, this does not seem to be the case. The Leisure Marketing students, on the whole, seem to be very interested in the unit and well motivated. There are a considerable number of transferable skills that can be developed within the work that they do, and given that they are going on a twelve-month work placement at the end of the year, there is the opportunity for CV development.
- 3) The degree to which we and the process is able to *arouse the learner* is variable depending on the individual, or it seems that way. There is a lot of action within the unit, considerable amounts of group working, problems to be overcome and the primary motivation that at the end of the day they need to deliver an event. It is still possible for individuals to disengage from the process, but not as easy as it might be. Certainly the process seems to be far more dynamic in terms of arousal than the normal round of lectures and seminars. This in itself can create problems for the academic staff in terms of the energy, emotional or otherwise, that this unit demands.

- 4) There are a wide range of opportunities to *provide useful feedback* throughout the unit. The supporting seminars involve constant feedback, it is evident that staff are involved to a significant extent outside timetabled slots (which is also very demanding), and there is significant feedback following the business plan submission, the event itself and the individual reflections.
- 5) *Rewarding learning* is, in this case, as complex as the process itself. There is an enormous amount of "on Piste and off Piste learning" taking place. Some of the experiences are very positive in terms of success, and some of the experiences can be fairly negative in terms of poor group dynamics and failures. The secret would seem to be to be able to draw out the positive from failure, and to show the lessons learnt from failing in a positive light. Obviously marks and feedback can be seen as a reward (or possibly not in some cases). There would seem to be much intrinsic reward from an event that goes well.
- 6, 7 and 8) It is quite certain that this approach gives rise to a situation that *provides multiple examples, actively involve learners* and involves students in *using a range of senses*.
- 9) One of the most difficult things to do is to *eliminate distracters*, in other words to try and keep the students "on message".
- 10) key element of the whole process is the constructive use of supporting seminars. These are also used to try and *provide a positive learning climate*. I am very lucky with regard to the delivery of this unit in that a very experienced and committed colleague runs the seminars. Between us we have a wide range of practical events experience and also aim to generate a challenging, but supportive, learning climate; though conflicts can arise between supporting students and leaving them to work independently.

Overall it would seem that the unit provides a learning experience that does match up to the 'Determinants of Learning' criteria. The unit seems to be very successful. It is also very popular with the students and on the whole feedback is very positive. The experiences have been invaluable in helping students going on placement, resulted in some students looking at events as a possible career path and, coincidentally, resulted in significant funds being raised for charity, as well as participants having a good time.

The specific challenges

Having said all this there are some significant challenges within the unit. Group work is an ongoing challenge faced by

all those involved in education. In this unit particularly there is an opportunity for students to be 'carried' by their colleagues. For some, the motivation of trying to ensure that they put on a really good event means they may be more likely to carry less engaged students. Certainly group meetings can be very heated when colleagues are not, or are perceived not to be, carrying their weight and in some cases there needs to be careful, caring and effective intervention to avoid the total breakdown of groups.

Certainly being involved in producing a live event has its particular challenges. This is a very public form of assessment and the students are involved not only in putting on a good event for their clients, but also a good event for academic assessment. Conversely there is also a tension within the academic role as tutors are, on the one hand, encouraging students to produce their own piece of original and innovative work, but also have their own and the university's name attached to the events. Therefore there is a pressure to ensure that the event is successful and temptation to intervene in the process. Given that this unit is run on a number of courses utilising different tutors, differences of approach can lead, at times, to fairly animated discussion between students and tutors, students and students, and amongst tutors.

In effect, the event is being held for multiple clients. These include members of the public who will attend the event, the academic assessors, the charity that may be involved, and the Students Union, which is often a co-sponsor. Certainly these tensions can be highlighted with regard to specific areas, the duty of care and health and safety being one such area. The key question with regard to this is who is responsible for this particular event. This question cannot be answered simply as there are multiple layers of responsibility that have to be managed.

Conclusion

The events unit is a good unit. This is particularly so, I believe, from an educational perspective in that it is underpinned by a sound educational structure as represented by Ashcroft's Determinants of Learning. It also seems to give rise to a good student learning experience, although it can be very demanding particularly if some students take key roles. It is also very demanding on staff, in terms of their time and energy, both physically and emotionally. The much safer and clear option would be to run a more traditional 'chalk and talk' taught unit, however, in terms of real student learning this would not come close.

PODIUM: the Further and Higher Education Unit for the 2012 Games

Gareth Smith, Podium Deputy Head

PODIUM is the nationwide Further and Higher Education Unit for the 2012 Games, its role is to help with the successful delivery of the 2012 Games and to contribute to the wider legacy of the 2012 Games. PODIUM is funded by the Higher Education Funding Council for England (HEFCE) and the Learning and Skills Council (LSC), and hosted by London Higher.

PODIUM has two major aims:

- 1) To communicate both within the sector and with outside agencies about the potential for Universities and Colleges to support the successful staging and delivery of the 2012 Games.
- 2) To coordinate the development of activity within the sector that maximises the benefits of hosting the 2012 Olympic and Paralympic Games in this country, contributing to the building of a sustainable and wide reaching legacy.

To achieve these, PODIUM operates through 5 main work strands...

COMMUNITY ENGAGEMENT
SKILLS AND EMPLOYABILITY
BUSINESS AND ENTERPRISE
CULTURAL OLYMPIAD
ACTIVE PARTICIPATION IN SPORT

In line with the strategies of both its main funders and other key stakeholders such as DCFS, DIUS, DCMS, BERR, Sport England and the RDAs, the Unit is not primarily looking to develop a portfolio of new initiatives, but to use the power of association with the

2012 Games to enhance existing strategy and spread good practice.

Action Groups have been developed to address each strand where the membership of each group reflects both the FE and HE sectors, and the input of relevant key stakeholders. There is regional input from institutions to the action groups, to inform the group of country wide activity and feedback to the regions of 'work in progress'. The action groups will serve as a key part of the work being undertaken by Rocket Science to produce PODIUM's *Business Opportunities Plan*.

The work of the Unit is guided by a steering group made up of members from both the FE and HE sectors from institutions based both in London and nationwide, and chaired by Baroness Tessa Blackstone, Vice Chancellor of the University of Greenwich, and Martin Tolhurst, Principal at Newham College.

PODIUM reflects a platform on which to build the engagement of the sector with the 2012 Games. The main focus for the next six months will be the development of a communications and engagement model with a supporting business plan to cover the period of the Cultural Olympiad (2008-2012). The input of the sector and its stakeholders to the development of this programme of work is essential if it is to be both visionary and complimentary to existing and developing strategies.

For further information and to find out more about our plans, please visit the website: www.podium.ac.uk



Using Sporting and Cultural Events to Optimise the Educational Power of Olympic Sport

Richard Shipway, *Centre for Event and Sport Research, Bournemouth University*

In August 2007, Richard Shipway, visited Australia on behalf of the Winston Churchill Memorial Trust, to complete a project investigating strategies that maximise education and cultural opportunities associated with the Olympic and Paralympic Games. This article summarises the key findings of the project, and details the development of a local education tool kit and cultural guide. Using the county of Dorset as a case study, the strategies and opportunities that exist at a local level for both sport and event educators in the lead up to the 2012 Games are explored.

Overview of Olympic Education Project

Fundamental to the understanding of the Olympic Movement, and the concept of 'Olympism', is its emphasis on education. The original project had four principal objectives to:

- 1) Identify educational strategies that could potentially be applied to schools, sports clubs and community groups in Dorset.
- 2) Examine opportunities to encourage participation in sport as an educational situation in which these values can be developed, and to help young people develop values associated with the concept and qualities of both sport and the Olympic Games.
- 3) Provide the opportunity to use the power of sport in an educational setting that could engage the many young people in today's society who may not normally have an interest in sport or education and who often feel excluded and isolated within their own community or during their time in education.
- 4) Explore the existing potential within the 'Cultural Programme' of the 2012 Games, and investigate how cultural events can be developed and delivered at a local level in Dorset.

This article identifies a series of potential initiatives and events to foster local involvement in potential education and cultural programmes associated with the 2012 Games. We illustrate how the 2012 Games may be used as a resource for learning and teaching in the areas of sport and event management.

The recommendations are based around the teaching of four core educational values identified as being closely related to the concept of Olympism – the joy of endeavour in physical activity, fair play, multiculturalism (international understanding), and being the best that you can be (pursuit of excellence). These four core educational values were at the heart of the London 2012 bid, with an emphasis on the youth.

Many of the recommendations from the original report will be piloted in selected schools, colleges and higher education institutions in Dorset from 2008 onwards. The findings illustrate that lessons can be learnt from the experience of previous Olympic Games, and can now be implemented for the London 2012 Games, in order to inspire the youth of Britain, using the unique power of sport and major sporting events.

The 2012 Games can not only act as a catalyst for sports development throughout Britain but also, through education, assist with other government cross-cutting agendas such as tackling crime; anti social behaviour; developing healthy and active communities; improving educational attainment; and combating barriers to participation in sport and physical activity. The findings suggest that the inclusion of diverse educational and cultural events, activities and initiatives similar to those used in Sydney 2000, delivered in association with sport, can also help facilitate a range of wider education and community benefits including cultural learning; citizenship; community creativity; key life skills; physical development; improved health; and sporting success.

Following consultation with key sport, education and community leaders in Australia, a series of Olympic-related suggestions were developed under the title of the 'D.O.R.S.E.T. 2012 Olympic Education & Cultural Programme', advocating the need for the production of a local education and cultural pack to meet local needs. This project is the first step in this process. Much of the material has been adapted from initiatives in the Australian context which were developed by the Australian Olympic Committee (AOC), through their Olympic education programme and the *Aspire** network. This project also drew from educational material used by the BOA and London 2012 at a national level, and aims to take the best of these for implementation at a local level at sport and cultural events within Dorset.

The first three objectives of the project were predominantly addressed through

the delivery of one major sporting event - *Dorset 2012 Olympic Day* – held annually across the county, with the school being the central delivery agent. This requires student involvement in organisation, management, planning and implementation. Linked to this is a programme of additional educational initiatives and events, such as *Dorset 2012 Pierre de Coubertin Awards* within Dorset schools. This is designed to emphasise participation and commendable sporting behaviour consistent with the Olympic Movement.

Other initiatives include:

- Sailing Academy Education Tours
- O-News – the D.O.R.S.E.T. 2012 Newsletter
- OKD – Olympic Knowledge Dorset (a unique learning environment in Olympic Education)
- Dorset 2012 Olympic Fun Run
- *Olympic Studies* modules, to be delivered at further and higher education levels across the county.

The fourth and final objective of the project was explored through the development of an extensive cultural programme for the 2012 Games that fosters local involvement across a range of arts, music and cultural events, aiming to embrace the wider community. The suggested local projects were adapted from several general legacy strategies and are entitled '*The Dorset Cultural 12 for 2012*'.

Dorset 2012 Education Programme

The event - *Dorset 2012 Olympic Day* - is supported by a series of ten school lessons delivered prior to the event in the school environment. The series of lessons are designed around teaching the values of 'Olympism' to young people in Dorset, complimenting the London-centric 2012 programmes. They conclude in the staging of either an intra-school or inter-school sporting or cultural event – *Dorset 2012 Olympic Day*. The lessons offer an outline to organise and implement the event. The project is underpinned by the '*Dorset 2012 Olympic Values*', summarised in Figure 1. These act as a point of reference for students throughout preparations for their event. These values are the foundation of the project and the underlying ideals of Olympism, as advocated by Baron Pierre de Coubertin.



Figure 1: The D.O.R.S.E.T. 2012 Olympic Values

Overall, the *Dorset 2012 Olympic Day* lesson series:

- encourages a Dorset wide whole school approach
- is underpinned by the D.O.R.S.E.T. values (pride, attitude, sportsmanship, individual responsibility, expressing yourself, respect), which are many of the same values that govern TEAM GB, the British Olympic Team
- encourages active lifestyles
- encourages students with cross-curriculum activities and experiences
- allows students to learn about a range of roles and responsibilities involved in staging a sporting event
- offers students leadership and training opportunities
- links with additional online D.O.R.S.E.T. lessons
- encourages links between schools, community and sporting organizations;
- involves students and teachers working together towards a culminating event - Dorset Olympic Day
- encourages skill development in a range of sports
- encourages the development of IT by the use of online Olympic and other educational resources

A sample activity from the set of ten Olympic lessons is detailed here. Students receive a handout on the 'Opening of the Games', similar to that in Table 1, and discuss the organisation of their opening and closing ceremonies, and how they will organise this in their school.

Event	Meaning
The entry of the athletes into the stadium with their delegations (in alphabetical order except for Greece which goes first, and the host country at the end)	Lets the audience know who will be competing, shows respect to Greece for ancient Olympic tradition. Host country shows respect to all other countries competing
The declaration of the opening of the Games by the Head of state of the host country	Host country makes all the athletes feel welcome
The entry of the Olympic flag into the stadium	Symbolises that the event is a part of the Olympic Games
The Olympic anthem	Symbolises that the event is part of the Olympic Games, communicates Olympic values, inspires athletes and supporters
The release of doves	A symbol of peace
The oath sworn by an athlete and an official from the host country	Shows respect for the rules of the Olympic Games
The entrance of the flame and the lighting of the cauldron	Symbolises that the event is a part of the Olympic Games, reference to the ancient Games

Table 1: Opening of the Olympic Games

The Dorset Cultural 12 for 2012 Programme

Within the context of Dorset, the project identified a series of potential initiatives and events to foster local involvement in a Dorset Cultural Programme of the 2012 Games. The suggested projects and events are adapted from various general legacy strategies and are entitled 'The Dorset Cultural 12 for 2012'. Examples include:

1. Projects with the Jurassic Coast Arts Strategy, linking sport, world heritage in Dorset, and culture;
2. Dorset media (TV, radio – Wave FM / 2CR and press –The Echo) to focus, monitor and track local emerging talented athletes and hopefuls in the Cultural Olympiad following the 2008 Beijing Games;
3. Weymouth FE College to deliver a county-wide digital legacy, mapping the journey from bid to delivery for future generations;
4. A series of county-wide events, organised by all local authorities in Dorset that inspire the youth in the county while linking sport, art and the Olympic and Paralympic ideals;

Most importantly, education projects such as those outlined centrally in this report should be part of the school curriculum that link schools across Dorset, promoting the educational values of Olympism.

The inclusion of diverse cultural events, activities and initiatives that are locally grounded has the potential to facilitate a strong sense of ownership amongst the Dorset community. An authentic and local cultural programme of events in Dorset, delivered in association with sport, will help facilitate a range of community benefits including education, improved health, cultural learning, citizenship, community creativity, key life skills, physical development and sporting success. The London 2012 Olympic and Paralympic Games will thus be more than just a sporting event; they will represent a means to express individuality, civic pride and cultural understanding, which will endure beyond the hosting of the sporting events.

Conclusion

Hosting the Sailing events of the 2012 Games in Dorset provides a once-in-a-lifetime opportunity to make a unique and enduring impression on the youth of Dorset. It will be the youth of the county that will ultimately leave the most lasting and real legacy of the 2012 Games. The Olympic charter states that "the unique relationship between sport, culture and education is the essential core of Olympism". Sport in itself does not have the ability to make the step-change in attitudes, but it is an important opportunity to give as many people as possible a taste of the Olympic experience. The government narrative is to 'reconnect young people back into sport through the Olympics', through the medium of sport. Sport is powerful, but the Olympics are even more powerful as a sport development tool. London 2012 should be seen as a catalyst for sport development, while assisting with government cross cutting agendas such as tackling crime, anti social behaviour, developing healthy and active communities, improving educational attainment, and combating barriers to participation.

It is important that future educational events and initiatives associated with the 2012 Games are relevant to young people and capture their imagination, and use the inspiration of young people to involve people of all ages. Olympic themed sporting events in schools and colleges are the first steps towards developing a fitter and healthier generation of young people who are engaged in sport, and where these young people are inspired by the Olympic ideals to take part in Olympic activities such as the *Dorset 2012 Olympic Education and Cultural Programme*. The 2012 Games should be viewed as being the icing on the cake to assist with current government agendas, but not the cake itself. The challenge for all stakeholders involved with the London Olympic and Paralympic Games in Dorset is to integrate preparations for 2012 into the

broader local social policy agenda. In summary, sport and olympic-related events can be used to assist with community development in Dorset, but unless sport is recognised as a major priority in the county and given sufficient resources for development, then these positive legacy opportunities may be missed within the context of the 2012 Games in Dorset.

Funding for this project was provided by the Winston Churchill Memorial Trust. Richard is a Churchill Fellow of 2007. Further

details on the Winston Churchill Memorial Trust Travelling Fellowship scheme can be found on the Trust's website at www.wcmt.org.uk. Copies of Richard's full Churchill fellowship report are available from rshipway@bournemouth.ac.uk

*The Aspire program is a personal exclusive service assisting elite athletes to develop their professional careers. Aspire is an initiative of the Australian Olympic Committee, managed by Hudson. www.aspire.olympics.com.au/default.asp

The 2012 International Convention on Science, Education and Medicine in Sport – The Brunel University Consortium Bid

Celia Brackenridge, Brunel University

What is ICSEMIS?

Everyone knows about the Olympics ... most people know about the Paralympics ... some know about the Cultural Olympiad ... but very few know about the *Olympic Convention* or, to give it its full name, the *International Convention on Science, Education and Medicine in Sport* (ICSEMIS). The precursors to this event are the former Pre-Olympic Congresses, for example:

- Malaga (Barcelona Games)
- Dallas (Atlanta Games)
- Brisbane (Sydney Games)
- Thessaloniki (Athens Games)

Several other IOC-linked sport science conferences were also held in recent years but scientific allegiances became stretched because the former IOC President favoured the natural over the social sciences. Now, with the IOC under new management, and thanks to successful negotiations, the interests of the Olympic and sport science communities have been merged. Starting in 2008, there will be a single event every four years, entitled ICSEMIS, on this occasion to be staged by Guangzhou, China, in association with the Beijing Olympic and Paralympic Games (www.icsemis2008.com).

The four partners in this revamped ICSEMIS enterprise are:

- The International Olympic Committee (IOC)
- The International Paralympic Committee (IPC)
- The International Federation of Sports Medicine (FIMS)
- The International Council for Sport Science and Physical Education (ICSSPE)

Together, they will oversee the successful running of the Convention. In practice, however, ICSSPE has been given operational responsibility to work with the local Organising Committee and the 2008 ICSEMIS Scientific Committee.

Part of the work of ICSSPE, through its Associations Board, currently chaired by Dr Mike McNamee of Swansea University, is the delivery of a high quality scientific programme. The abstracts deadline for 2008 is looming, and we hope that UK universities will be well represented.

What about ICSEMIS 2012?

In the aftermath of the celebrations surrounding the successful London 2012 bid, it became clear that 2012 offered an immense opportunity to UK HE. Not only can we use the 2012 Convention to showcase to the world the excellent work that our universities and colleges are doing in the subject field, but we can also use the occasion to stimulate local and national public engagement with sport-related sciences. Our aim must surely be to use this chance to increase respect for and interest in the full range of disciplines that we represent.

The Brunel 2012 Consortium

Brunel University has an excellent pedigree in the ICSEMIS subjects and

is well-placed to lead a bid to run ICSEMIS 2012. Indeed, plans for a bid started to be put together in late 2005, as part of an overall University Olympic Strategy. However, we were conscious that the Convention is a vast event (with perhaps as many as 5,000 delegates) and that, in order to appeal to the entire UK HE constituency, it would make good sense to develop a truly UK-wide bid. For this reason, partners in Scotland, Wales and Northern Ireland, as well as the north of England, were approached.

The Consortium members are:

- Brunel University (England) – coordinating the bid
- Liverpool John Moores University (England)
- Strathclyde University (Scotland)
- University of Ulster (Northern Ireland)
- University of Wales Institute Cardiff (Wales)
- Glasgow Convention Bureau (Scotland)

Our proposed venue – the Scottish Exhibition and Conference Centre (SECC)

Most of the previous Pre-Olympic congresses have been held geographically distant from the main Games venue. Our proposed venue for the Convention is the spectacular SECC on the banks of the River Clyde. Glasgow City Council took less than 24 hours to agree to join the Consortium and also to help resource the bid process. They could see that our bid would add value to their own bid to host the 2014 Commonwealth Games, and that bringing ICSEMIS to Glasgow would help to bring tangible benefits of the 2012 Olympic and Paralympic Games to the people of Scotland. Glasgow City Marketing Bureau itself bids for 40 events each month and wins 40% of these, meaning that they stage 16 major events every month, ranging from DIY conferences, to music performances, to large international medical and scientific congresses.

Our main theme – “inspiring a learning legacy”

Following the theme of the winning London 2012 bid, we want to ensure that ICSEMIS 2012 inspires and leaves a strong legacy for our subject field. Our core business is *learning* so it seems appropriate to focus on the learning legacy. Whilst ICSSPE will want assurances about the logistical and financial robustness of our plans, we also want to widen out the activities linked to the Convention ‘proper’ to ensure that the benefits of the event are spread as widely as possible in time and place.

Some of our ideas include:

- A children’s interactive sport science exhibition in the Glasgow Science Museum, perhaps the culmination of a year long curriculum scheme across the country
- Carbon offset assessment, in order to minimise the environmental impact of the Convention
- Exercise embedded in the programme, such as trim trails, walking and cycling in the City and along the riverside
- Themed days for countries/regions, in order to emphasise the UK-wide strengths of our work
- Pre-Convention public engagement road shows, Sport Question Time-type activities and opportunities for potential future students to understand and become inspired by sport and Olympic themes
- School, FE and HE Curriculum projects
- A student volunteer force in the Convention partner locations, helping to run the programme of satellite events ... and at the Convention itself.

Our objectives will be:

- Scientific, clinical and pedagogic information exchange
- Education
- Networking
- Cutting edge research and developments
- Public engagement

The rules of bidding require our Consortium to submit a bid folder four months before the Guangzhou Convention, and then make a presentation at the 2008 Convention. We hope that a decision will be made that week and that we will be successful.

What part can your institution play?

If successful in our bid, we would like to invite the entire UK HE sport-related community to join with us in making this Convention a success.

We should like to hear from you:

- What do you want from this Convention?
- How can we secure the best learning legacy?

We are already talking with a number of scholarly associations who have agreed in principle to merge their annual conferences in 2012 into the ICSEMIS programme. We are also negotiating with PODIUM (see page 10) to ensure the

best possible outcomes of the Convention for the sector as a whole. Also, thanks to an introduction by Research Councils UK, we are working with the Public Engagement in Science Group (PESG) to try to secure funding for our planned sport-science-related public engagement activities.

ICSEMIS is multi-disciplinary, covering everything from exercise physiology, to biomechanics, sports medicine, physical education, sport sociology, leisure and sport management. It will also bring academics and practitioners together to share ideas and common interests. It offers all of us working in HE a chance

to join together in the most exciting sport-related learning event ever held in the UK. We hope you will support our bid.

Message from Chris Jenks, Vice Chancellor, Brunel University:

"Whilst we are all thrilled by the performances of our Olympians, we also recognise that sport, exercise and healthy physical activity are a vital part of all our lives ... We invite you to support the Brunel 2012 bid for the International Convention on Science, Education and Medicine in Sport."

For more information contact: celia.brackenridge@brunel.ac.uk

The Paralympic Games, Disability Sport and the Curriculum.

Ian Brittain, University of Bedfordshire

The organisers of the Athens Olympic Games in 2004, quite rightly, made a great show of the fact that the Games were returning to their birthplace. Despite the fact that the Paralympic Games were born at Stoke Mandeville Hospital, the organisers of the Games for London 2012 have thus far made next to nothing of this. In a similar vein, schools and universities are starting to look seriously at how they can use the Olympic Games within the curriculum to assist with teaching over a wide range of subject areas. The same, it appears, cannot be said about the Paralympic Games. I would suggest that in both cases a huge opportunity is being squandered. The purpose of this article, therefore, is to raise awareness of the numerous opportunities an event such as the Paralympic Games and disability sport in general can provide in terms of education, and community integration and inclusion. It begins with a brief history of the Paralympic Games. It then goes on to introduce the various models of disability and how they apply to research of the various barriers people with disabilities encounter in society in general, and in particular those in becoming involved in sport and physical exercise. It concludes by looking at the numerous opportunities that could arise from using the Paralympic Games as an integral part of a sports based curriculum.

A Brief History of the Paralympic Games

In February 1944, Dr Ludwig Guttmann, a German Jewish neurologist who had escaped to Britain during the war, was asked by the British Government to set up the National Spinal Injuries Unit at Stoke Mandeville Hospital near Aylesbury. This was mainly to take care of the numerous soldiers and civilians suffering from spinal injuries as a result of World War II. Guttmann introduced sport as a form of remedial exercise, and a means of social reintegration and recognition.

On the opening day of the XIV Olympic Games in London on 29th July 1948, to mark the presentation of a 'paraplegic bus' an archery competition was held between teams from Stoke Mandeville and the Star and Garter Home, Richmond Upon Thames. This is now recognised as the first official competition for athletes with disabilities. Slowly each year these Games became bigger and in 1952 a team of

four competitors from the Doorn Military Rehabilitation Centre at Aardenburg in the Netherlands arrived to take part. This is recognised as the first international competition for athletes with disabilities.

The first *Paralympic Games* took place in Rome in 1960, shortly after the Olympic Games that year. From then on the Games continued to be held outside of Stoke Mandeville every four years, although for various reasons not always in the Olympic host city or even country. Winter Paralympic Games were introduced in 1976.

Year	Location	No. of countries
1960	Rome, Italy	21
1964	Tokyo, Japan	21
1968	Tel Aviv, Israel	28
1972	Heidelberg, West Germany	42
1976	Örnsköldvik, Norway	16
1976	Toronto, Canada	40
1980	Geilo, Sweden	18
1980	Arnhem, The Netherlands	42
1984	Innsbruck, Austria	21
1984	Stoke Mandeville, UK and New York, USA	45 41
1988	Innsbruck, Austria	22
1988	Seoul, South Korea	60
1992	Tignes-Albertville, France	24
1992	Barcelona, Spain and Madrid, Spain	83 75
1994	Lillehammer, Norway	31
1996	Atlanta, USA	104
1998	Nagano, USA	31
2000	Sydney, Australia	122
2002	Salt Lake, USA	36
2004	Athens, Greece	135
2006	Torino, Italy	38

(Winter Paralympic Games are in bold type)

The Paralympic Games are not the Special Olympics

The Paralympic Games should not be confused with the Special Olympics, which were started in the USA in the late sixties by Eunice Kennedy-Shriver. Special Olympics is about participation, having fun and everyone being a winner. It is only for individuals with intellectual disabilities and has its own World Games. The Paralympics is about elite sport of the highest level and caters for a wide range of physical disabilities. Intellectually disabled athletes are currently banned from Paralympic competition following a scandal in Sydney, 2000.

Models of Disability

The Medical Model of Disability

The underlying premise that underpins the *medical model* of disability are that any problems that arise for a person with a disability are due to the individual impairment, and consequently the problem of the individual with the impairment, and that impairments are issues that need to be 'cured' through medical intervention in order for the individual achieve societally accepted norms for bodily function.

The Social Model of Disability

In Great Britain in 1978, in order to combat some of the perceptions about disability and disabled persons spawned by the medical model of disability, the Union of Physically Impaired Against Segregation (UPIAS) proposed an alternative way of looking at problems encountered by disabled people, which became known as the *social model* of disability. This model proposes that the problems encountered by people with disabilities are a result of the built environment and societal perceptions of disability and is the basis for current disability politics. This model also underpins nearly all research carried out in the area of disability today.

In truth, the actual situation is somewhere between the two models. There will always be situations where individual impairment will have an impact on day-to-day living. For example, a blind person is unable to see and respond to non-verbal cues such as facial expressions and hand gestures.

A third model of disability, called the *bio-social model*, is slowly being developed to try and better encapsulate the real situation for people with disabilities. However, the social model is still the preferred approach for those presently working in disability politics due to the fact that it attempts to shift emphasis toward those areas of our world that can be changed.

How Models of Disability Translate into Perceptions and Barriers

Perceptions (Based on the Medical Model)

Most of the perceptions regarding disability are inherently negative in their view of disabled people. They include the following:

- Disabled people are non-contributing and dependent members of society.
- 'They're not like us!' Disabled people fail to meet societally accepted norms for physical appearance and bodily function.
- Anyone with a physical disability must also have an intellectual disability.
- Disability sport isn't really sport. 'Sport' is about physical perfection and tests of strength, speed, stamina and skill. Disabled people, therefore, cannot possibly take part in 'real sport'.

Barriers (Psychological and Tangible)

Negative perceptions of disabled people can give rise to numerous barriers, both psychological and tangible, that can negatively impact upon disabled people both in their everyday lives and their opportunities to take part in sport. Below is just a small sample:

Self-Confidence and Self-Image

When constantly reminded how much their bodies do not match up to societally accepted norms for bodily function and appearance it is small wonder that disabled people lack self-confidence, especially to take part in sport where their disabilities become even more visible.

Physical Accessibility

This is still a problem with everyday buildings and sports facilities which were built and designed with able-bodied users in mind.

Transport

Accessible transport that operates at times and on routes that meet the needs of disabled people are a rarity.

Finance

Many people with disabilities still live at or below the poverty line.

Disability specific implications

An example of this would be a blind marathon runner who needs a guide to train and race, available when needed and fast enough to keep up.

Availability of adapted equipment

The cost of prosthetic limbs or racing wheelchairs, often based on space-age technology, can run into thousands of pounds.

Opportunities for participation

Actually locating an opportunity to take part in sport and physical activity can often be difficult as mainstream providers often operate on the assumption that disabled people do not do sport.

Key Personnel (Coaches, Administrators etc)

Finding a coach or working with administrators and officials who are willing and have the knowledge to work with disabled athletes is often very difficult.

Possibilities and Opportunities

There are currently very few researchers working in Paralympic and disability sport. However, that number is growing. There are also a number of interesting new issues arising as disability sport gains importance on the world stage. For example, the case of Oscar Pistorius, the South African double below the knee amputee who wishes to run in the Olympic Games and has almost achieved the qualifying standard. His use of high-tech prosthetic limbs has, however, given rise to the new term of 'Technological Doping'.

The opportunities for, and benefits of, making Paralympic and disability sport an integral part of your curriculum, rather than as part of the usual one hour 'issues in sport' lecture, are endless. Below are just a few to get you thinking:

Disabled Students as Ambassadors

This provides the opportunity for disabled students to be both inspired and to inspire their fellow students. Getting them to discuss their experiences in sport and life could be a real eye-opener for the whole class and help you better understand how to integrate them fully into the group.

Changing Attitudes

Following on from the above by learning far more about both the issues for disabled people and the reasons behind them, as well as what they are actually capable of, can help to change perceptions amongst a future generation of policy makers and practitioners in sport.

Fast Growing Job Market

With the advent of London 2012, disability sport has become a very fast growing job market in order to find and prepare future Paralympic athletes.

Endless untapped areas for research

Disability issues impact upon every subject area. As such, any piece of research that has been carried out in able-bodied sport can also be applied to disability sport, with a whole load of extra issues to consider that make the outcomes interesting, informative and useful.

And if that's not enough for you, consider this fact – disabled people and their families have a £5 billion per year spending power!

Conclusion

London 2012 is a massive opportunity for Paralympic and disability sport, and for people with disabilities in general, to show what they can really do. You too can play your part by making Paralympic and disability sport an *integral* part of your curriculum.

Dr Ian Brittain is a Postdoctoral Research Fellow in Olympic and Paralympic Studies in the Department of Tourism, Leisure and Sport Management at the University of Bedfordshire.

Holding World Class Sporting Events at a HEI - Expanding the Curriculum Experience in Event Management

Donna Abraham, Hartpury College, University of the West of England

Case study: Hartpury College World Para-Dressage Championships

Event Management is a growing area of curriculum interest. Securing the 2012 Olympics has undoubtedly thrust Sport Event Management into the spotlight. In such a competitive market it is imperative that individual institutions can identify and promote their unique selling point. One particular sport that often goes unreported yet offers a rather unique take on event management is equestrianism.

Having major sporting achievements to shout about in the UK is a rather hit and miss affair. I recently asked a group of undergraduate sports students to recall some of the UK's greatest sporting achievements. The 1966 football World Cup was mentioned, although this was before any of the students were born, Wilkinson's World Cup winning drop goal with just 26 seconds remaining in 2003 was a popular memory, the Ashes victory in 2005, and Lewis Hamilton's current success in Formula 1. Not one of the sports students mentioned the fact that this summer the Senior British Eventing Team made history by winning the European Team title for the seventh consecutive time, resulting in a clean sweep of European team medals across all four categories of national teams: Pony (riders aged 12-16 years), Junior (riders aged 14-18 years), Young Rider (riders aged 18-21 years) and Senior. And not one student mentioned the fact that British Para-Dressage team won their third consecutive World Championship title over the summer (even though this event was actually held at Hartpury College!).

I appreciate that this particular focus group is not unique in their lack of understanding or appreciation of equestrianism as a sport. However, if equine sports aren't registering on these sport students' radar – Hartpury College has stabling for over 200 horses, the Equine Academy is one of six sporting academies run at the college and several international equine events are run throughout the year – then the profile of equine sports looks problematical.

As a nation we are actually quite good at equestrian sports yet we fail to embrace our own success. In 2006 Zara Philips became only the third eventing rider to hold the World and European titles at the same time, an accolade worthy of the 'Sports Personality of the Year' title. Although this is an award voted for by the British public (Zara received 32.5% of the 680,000 votes cast), a BBC forum received comments such as:

'Phillips is 11th in line to the throne and has never struggled for money or backing. She competes in a minority sport, where few members of the public would know the names of any leading competitors. And just how accessible is equestrianism? It is not as if you can just pop down to your local leisure centre and jump on a horse'.

You can't pop down to the local leisure centre and jump in a Formula 1 car, but this doesn't stop the nation supporting Hamilton's sporting success this year!

At Hartpury College we deliver a range of sport based programmes. With very limited research in equestrian event and sport management, I draw on other sport

resources to support my teaching when I deliver modules with an equine focus. Similarly, I discuss equine examples when teaching my generic sports cohorts. I agree that there are many aspects to equestrian sport which are unique, but rather than see these as negatives, we should utilise them as positive examples when researching and teaching sport and event management. For example, eventing is one of only three sports where men and women compete on equal terms at the Olympics. As of 1st January 2007, the Fédération Equestre Internationale (FEI) became the first governing body to represent both able bodied and disabled athletes. Popularity of equestrian sports, and racing in particular, is continuing to increase, with attendance at events in the UK second only to football.

Equestrian sports open up an area of event management that I am personally interested in. I believe there is a wealth of research potential and a strong rationale for curriculum development in this area with regards to holding equestrian events at the highest level. For example, during the 2008 Beijing Olympics, the equestrian events are actually taking place in Hong Kong due to issues of equine disease control and quarantine. Not only does this have major operational and logistical consequences in relation to planning and managing the largest international sporting event, but it may also affect athlete experience as the equestrian athletes will be separated from the rest of their nation's teams and may not have access to the opening or closing ceremonies.

Unfortunately I won't be able to take all my event management students over to Beijing or Hong Kong where they could

experience first hand issues surrounding running major sporting events, but I can utilise the facilities and resources we have on our doorstep.

Over the last decade, Hartpury College facilities have developed at an incredible rate to support the growing academic provision. Hartpury College currently boasts some of the finest equestrian facilities in the UK, and the College has been able to develop a unique profile as an educational institution holding major sporting events, including being the first venue to host all three equestrian Olympic disciplines at European Championship level, both in 1997 (FEI European Pony Championships) and 2000 (FEI European Young Rider Championships).

Holding world class sporting events at a Higher Education Institution (HEI) not only leaves a legacy with regards to amazing facilities but also offers the opportunity to leave an educational legacy. We have always integrated our sporting facilities into our provision of teaching both FE and HE. The range of events run at the college offer unique case studies which are used to support a variety of modules including: Strategic Sport Management; Business Management in the Equine Industry; Event Organisation; and Sports Marketing and Sponsorship. In relation to the Event Organisation module, the students are encouraged to get involved in the actual running of events, providing invaluable work experience. As the new £4.6 million equestrian facility (Hartpury Arena) was being built, students were given behind the scene tours and the process of bidding for and holding a world class event was discussed in lectures as each stage of the event planning process unfolded.

The latest world class event held at the college in July certainly provided a unique insight into event management in the face of extreme weather conditions. In a week that saw Gloucestershire hit by some of the most intense rainfall and subsequent flooding ever witnessed, Hartpury College battled through to deliver an unforgettable FEI World Para Dressage Championships over a remarkable five days. As this was the final opportunity for qualification for the 2008 Beijing Paralympics, the competition played host to 34 nations and 150 competitors. The event itself was supported by over 100 volunteers, including Hartpury staff and students.

Whilst the event was a resounding success, the torrential and relentless downpour did push the event to its limit. The outdoor arenas were turned into swimming pools and the marquees into carpeted mud baths. All classes had to be moved into the indoor arenas which meant organisers were up all night re-scheduling competitors. Judges, officials, staff and spectators, who were staying off-site, were literally marooned at Hartpury overnight as access to neighbouring Gloucester and Cheltenham was cut off. The organisers were even faced with the prospect of losing water and electricity. Despite these extreme conditions, staff, students and volunteers worked incredibly hard to make sure the event ran to schedule.

Staff and students weren't the only groups to benefit from this event. As would be expected from an event of this scale, numerous stakeholders were identified including; athletes, coaches, spectators and volunteers. The college also played host to a group of international delegates, including representatives from the Chinese Equestrian Federation (CEF) who attended these World Championships as a preparatory exercise for the Beijing Olympics and Paralympics.

As a result of this summer's somewhat unique event I now have a new case study to discuss with students; we have developed excellent links with China; and the students involved in the event have gained invaluable work experience. At Hartpury College our curricular interest in event management is mirrored by our own experience in holding world class sporting events. We will continue to offer industry expertise and I see a strong future in equestrian events and sport management.

If you are interested in finding out more about any aspects of this article, please contact: Donna.abraham@hartpury.ac.uk

International Event Management Body of Knowledge (EMBOK)

**International
EMBOK Executive**

It is claimed that at the heart of every profession lies a body of knowledge. The International EMBOK has been developed as a knowledge framework and descriptive summary of the scope and processes that are used in the management of events, based on an analysis of international research, curriculum, competency frameworks and appropriate literature. It is being validated through workshops with key informants and further research (Silvers *et al.*, 2006).

The International EMBOK Model draws together knowledge domains, and the range of activities involved in event management, with the event planning process, which will enable the event management discipline to be mapped, defined and refined. This holistic three-dimensional framework (illustrated in Figure 1) enables the process to be broken down into individual components, illustrates the logical relationships between these components over time, and should facilitate better understanding, an infrastructure for information, and the possibility for improvement.

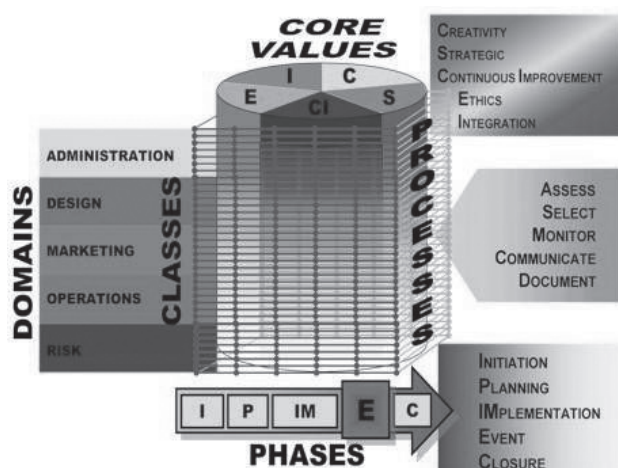


Figure 1: International EMBOK Model
Source: International EMBOK Executive (2005)

In brief, the *Knowledge Domains* and their *Classes* (or management areas) are the grouping of tasks and responsibilities of event management into subject areas for the purposes of study, analysis and application. It is based on, and facilitates the assimilation of, data gathered through experience, expert opinion, and review of research and industry literature. Within each class are numerous elements (e.g. Administration: domain; Human Resources: class; Volunteers: element) which will be subject to different objectives, procedures, and constraints during different phases.

The five *phases* emphasise the importance of time in any project model and the fact that each component in the knowledge domain has a time dimension. The *processes* are an integrated, sequential and iterative system associated with each element, of each functional area, of each domain, at each phase in the event management process, with tools and techniques that may be used for each. Finally, the *Core Values* of creativity, strategic thinking, continuous improvement, ethics, and integration are the values that must permeate all decisions throughout event management regarding every element, phase, and process.

Releasing the International EMBOK Model into the public domain has made it available as a flexible resource to a broad variety of stakeholders. For example:

- Associations may use the EMBOK for producing and perfecting professional development programme and to credential products that offer international recognition and career portability for their members

- Education organisations, including academic and vocational training institutions, may use the EMBOK to develop and maintain quality curriculum programmes based on benchmarked current practice, as well as create relevant research opportunities
- Skills agencies may use EMBOK as a framework for developing a competency framework for event managers.
- Governments may use the EMBOK when seeking to create worthwhile employment opportunities and to consider policies and regulatory legislation to protect their citizens and minimise their liability.
- Current and future practitioners and suppliers may use the EMBOK for clear direction towards continuous improvement of quality, efficiency and profitability.
- And finally, the events industry may use the EMBOK for image and stature enhancement by articulating the scope and complexity of the profession.

The International EMBOK Model, including a downloadable Microsoft PowerPoint presentation, is available on the EMBOK website. The website features a description of the model structure, white papers, and a portal for interested parties to make contributions toward the further development and improvement of the model. The model will be developed over time as the International EMBOK is refined through the work of users, researchers, skills agencies and other contributors.

For further information, please visit:
www.embok.org

Informing content and developing a benchmark for events management education

Glenn Bowdin, *UK Centre for Events Management, Leeds Metropolitan University*

Introduction

Events management is a relatively new area of provision in HE nationally and internationally, with the first subject specific undergraduate degree in the United Kingdom believed to have been offered by Leeds Metropolitan University in 1996. However, since then there has been significant growth in provision and the subject has emerged from niche to mainstream HE. The area is increasingly seen as dynamic, employing creativity in the curriculum and supported by a growing research and publication base. Alongside this, there is increased understanding of the knowledge base for events management education and recognition of events management as a subject internationally. Initiatives such as the development of the EMBOK, are seeking to define, research and understand the parameters of events management, and the knowledge and skills required in order to succeed in this fast paced environment. AEME is seeking to formally increase engagement of academics in subject area with each other, industry and other stakeholders.

Growth in the subject has mirrored, and in some ways exceeded, consolidation in, and increased recognition of, the events industry itself. Event management courses provide vocationally relevant, academically challenging management courses that produce graduates able to operate effectively in the events industry and beyond. It is within this context that events has been introduced as an explicit strand within the revised Quality Assurance Agency (QAA) benchmark covering events, hospitality, leisure, sport and tourism (QAA, 2007). Including events in the benchmark will provide a firm basis for future growth by recognising developments in the subject area thus far. By providing a sound benchmark for existing and future provision to work from and map against in the future, it will enhance the quality of courses, and ultimately the student experience and graduate employability. Further, it presents another milestone in the development of the subject and moves us forward with the discussion of whether this is an existing or emerging subject area (Bowdin, 2004).

Informing content and benchmarks for events courses

However, what subjects and content have events courses been including without a benchmark to guide them? A simple answer is they have adapted and used the existing benchmark for hospitality, leisure, sport and tourism (QAA, 2000a); general business and management (QAA, 2000b); dance, drama and performance (QAA, 2002); and other benchmarks, where appropriate, while reflecting on unique events industry specific needs. The events industry is rapidly expanding and is increasingly recognised as an industry in its own right. The industry has a recognised range of unique needs which will be reflected in the revised QAA benchmark and are being addressed by events-related courses.

Events courses have developed in a range of contexts, but particularly within departments and schools delivering hospitality, leisure, sport, tourism, arts, culture or

business related courses. As a result, events courses generally have a flavour of their host environment. In addition, the available resources and delivery patterns affect how the courses have developed. For example, if there is small provision or a common scheme, modules may be delivered to events, leisure, tourism and hospitality students together; or if there is only a limited staff base, delivery may be influenced by the background, experience, expertise and qualifications of the staff involved.

Many events related courses are industry/vocationally focused management degrees and as a result, reflect the range of management subjects (for example, operations, human resources, marketing, management and finance) applied to the industry context, together with modules reflecting events-specific needs. But what further content needs to be covered?

As a starting point, all events are unique, taking place for different purposes in order to address specific needs, including leisure, social, cultural, political and business. The term 'events' is used to cover a range of different types of event including, conferences, festivals, sporting events, exhibitions and parties. This highlights a need for courses to cover the nature of the events industry and the business environment in which they operate; why events exist; what purposes they serve; and how this influences aspects of design, planning, implementation and evaluation. Development of the subject area has resulted in courses covering content related to event policy, the cultural context, and recently the emergence of a new area – event studies.

The nature of event planning involves drawing together a range of resources, people and ideas, and executing the plan effectively within strict deadlines. As a result, the ability to combine strategic and operational planning, and management activities (and understanding and managing the relationships between different aspects of this) is crucial to ensure that all elements are integrated effectively to achieve the objectives. A key feature of events is that they are project led, placing a great emphasis on project management skills, tools and techniques and the information technology and systems to support this. Given the unique nature of events, knowledge and skills relating to effective evaluation, reporting and continuous improvement are highlighted to ensure that mistakes are learned from and rectified quickly.

Events are, by their nature, temporary, taking place in permanent and/or temporary (non)purpose built facilities. This involves the areas of events facilities, venue management and logistics. Events bring together tens, hundreds or thousands of people and therefore involve risk management; health and safety; and law; together with related areas such as crowd management; dealing with local government/licensing; emergency services etc.

Events are organised by a range of different people, including those for whom this is not their primary task. However, increasingly specialists are professionally organising events. Successful events rely on effective relationships, as generally they are drawing together a range of professionals in order to deliver the event – skills of networking and building/managing these relationships are crucial. In addition, consideration is required of the range and nature of stakeholders and stakeholder relationships (including the local community), the environment in which events operate and the impacts (political, economic/tourism, social/cultural, physical/environmental) that the event may have.

The nature of events means that many involve significant aspects of design, staging and production, linked to related areas such as theming and an understanding of audiovisual and other technologies and special effects. It is impossible to separate the fact that events are more than product or service, they are experiences and as a result. This places a range of requirements on effective experience management to ensure a successful outcome, sometimes referred to as the 'wow' factor.

Effective resource management is one of the keys to managing successful events. Gaining and sustaining funding, and budgeting and managing finance to run events effectively, requires good management – given that funds may be drawn from a variety of sources in the public or private

sector through bidding, private funds, grants, loans, ticket sales, merchandising or sponsorship. Many events are organised by small teams of people which are then required to grow substantially for a short period of time, only to contract immediately afterwards (in research terms, 'pulsating organisations'). Depending on the nature of the event, the human resource requirements may be met by permanent or temporary staff, contractors or volunteers, with many having a mix of these. This places a great challenge on managers to ensure that all work effectively together to meet the objectives, usually in a short time frame, and this places pressure on effective human resource and volunteer management.

Finally, all courses reflect the contemporary issues affecting the industry, organisations, managers and the environment in which they operate, therefore areas such as the review of the Licensing Act, Disability Discrimination Act, internationalisation, standards, employability, diversity and sustainable events management have emerged and are addressed as appropriate in the curriculum.

Summary

This brief overview of events management education, has illustrated that courses need to cover a range of topics from core management through to event-specific subjects, in order to address the events industry and other stakeholder needs. The discussion has provided only a snapshot of some of the topics covered within events courses – clearly other aspects will emerge and are reflected in course development. The introduction of events into a revised QAA benchmark, alongside hospitality, leisure, sport and tourism, will provide a firm foundation for the future advancement of the subject area. It is a means by which quality may be assured in the future, and will enable course providers to reflect a shared understanding of the benchmark of the events curriculum.

The discussion has highlighted some of the areas that events courses include within their provision which will be reflected in the revised benchmark. However, the benchmark, and the discussion above, reflects the current position – courses continue to be responsive to the changing environment, stakeholder needs, research advances, and contemporary issues, which have led to the emergence of the subject over the past decade and will continue to inform innovations in the curriculum in the future.

Glenn Bowdin is based at the UK Centre for Events Management, Leeds Metropolitan University and is Chair of the Association for Events Management Education (AEME).

Online conferencing to facilitate constructive alignment in Sports Event Management

Kelly Goodwin, Bournemouth University

There has been a major shift in the patterns of teaching in British higher education (HE) in an effort to equip graduates with the necessary transferable personal skills required for the workplace, ultimately enhancing their employability. The introduction of sports event management (SEM) within the undergraduate sport pathways at Bournemouth University has provided a valuable teaching tool. This has been manipulated successfully in order to attain not only institutional goals, but also to equip students with valuable skills considered a prerequisite for the workplace.

SEM units are student-centred with emphasis placed upon learner activity. Students are responsible for the staging of a real life sporting event within the community. Throughout the academic year 2006 – 2007, Bournemouth University sports students staged 19 successful sporting events of varying complexity. Levels of commitment between the students varied tremendously, ranging from utter absorption to downright laziness. However, after completion of the unit and upon deeper reflection many students had positive reactions. Students were provided with the freedom to test their ideas and were forced to take responsibility for their own learning instead of playing a typically passive-learner student role. Students became empowered by the learning environment which encouraged the acquisition of new skills and personal responsibility. By comparison, the academic theory proves merely an adjunct.

In order to overcome the problems associated with delivering the SEM unit, a strategic learning, teaching and assessment (LT&A) strategy was devised. The unit was constructively aligned and online-conferencing was introduced to facilitate this alignment.

Constructive Alignment

The fundamental principle of constructive alignment is that a good teaching system aligns teaching method, assessment, and learning activities with the stated learning objectives, so that all aspects are in accord in supporting appropriate student learning (Biggs, 2007). Everything in the curriculum – the learning outcomes, the learning and teaching methods – should follow on, one from another, and be seamlessly demonstrably interrelated (Rust *et al.*, 2005).

Online Conferencing Tasks

Online conferencing was introduced to facilitate consistency across the module. For the purposes of this article, tasks are referred to as *e-tivities* and all online learners (students) as *participants*.

The *e-tivities* practiced throughout the SEM unit were based on low cost computer mediated environments, were easy to create, and only required access to the internet and the discussion board, which was text based and asynchronous (Salmon, 2002). Once student event teams were allocated, participants were given access to their specific team discussion board and the necessary training to use them.

Participants were provided with a clear understanding of the LT&A strategies underpinning their use of the online conferencing. Particular attention was paid to the purpose of the *e-tivities* they were required to actively engage in and the potential of online-conferencing to enhance their learning experience. It was made clear from the start:

- what was considered to be the minimum acceptable individual contribution
- the amount of time required to allocate to each online-conferencing session
- how these contributions would be used to assist formative, summative and peer assessment components
- how the *e-tivities* linked to and integrated with the rest of the unit (constructive alignment)

The content of each *e-tivity* was based upon the academic theory delivered previously in lectures. Four separate online conferencing sessions focused upon the creation of an event proposal required for submission at the end of the autumn term. Students were made aware that the success of their event might hinge on their ability to complete each of the individual *e-tivities*, based upon the 'event project life cycle', and effective execution of the 'event planning' stage. The event planning stage of the life cycle serves to determine the activities, time and resources required to achieve the objectives, together with the schedule to complete the project on time (Bowdin *et al.*, 2007).

E-tivity content related directly to identification and implementation of the resources required to complete various activities in order to achieve the objectives. The use of *e-tivities* to promote early student action was considered vital. Failure to achieve each stage had the potential to result in non completion of the necessary activities

required in order to bring each event to fruition. In addition, the structure of the e-tivities encouraged students to become deeply immersed. By providing a high level of structure and very specific foci to the series of learning e-tivities, deeper learning can be predicated (Rogers, 2004). Individual participants were required to contribute during the 48 hour window of opportunity provided, and postings needed to be well considered and relevant as they would be used for summative assessment.

Formative Feedback

In the course of knowledge construction, students inevitably create misconceptions, which need to be corrected; but first you have to find out what they are by formative assessment, so that any misunderstandings can be set right in the formative stage (Biggs, 2007). Online-conferencing provided the vehicle to do just that, each e-tivity addressed assignment 'one', enabling the tutor to provide effective feedback. This assisted the production of quality event proposals outlining exactly how the event team would proceed with their event after the Christmas vacation. Quality event proposals helped re-engage the learner with the event planning process quickly and efficiently after time away from academia.

Before the Easter vacation the students were assessed on the staged event itself. An overall mark was awarded to group members, but the event score was subject to both tutor and peer assessment.

Peer Assessment

Students were provided with an in-depth explanation regarding the process of peer assessment. They were advised to use the archived online-conferencing contributions to assist their evaluation of the contribution from peers during the event planning process. The results of online e-tivities were available for in a way not possible with more transient verbal conversation (Salmon, 2002). The tutor also awarded each individual a mark dependent on the quality of online-conferencing postings and overall contribution to the event planning. The archived online e-tivities provided evidence to support the tutor's final decision. This was further reinforced by individual student attendance and contribution records during face-to-face meetings in the weeks when online-conferencing was not required.

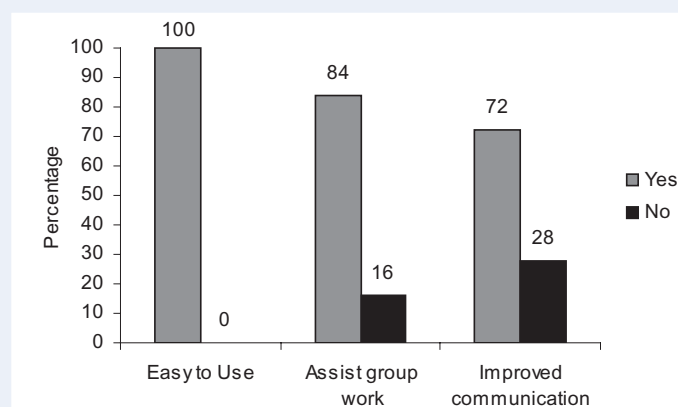
Reflective Essay

The final component of the assessment scheme required individuals to produce an essay reflecting on the effectiveness of the event planning process and their perceived role. Moon (1999) emphasises the importance of the term reflection. She contends that 'reflection' entails considering something in more detail with a purpose and/or outcome in mind, and that it extends beyond simple recall. The archived online conference

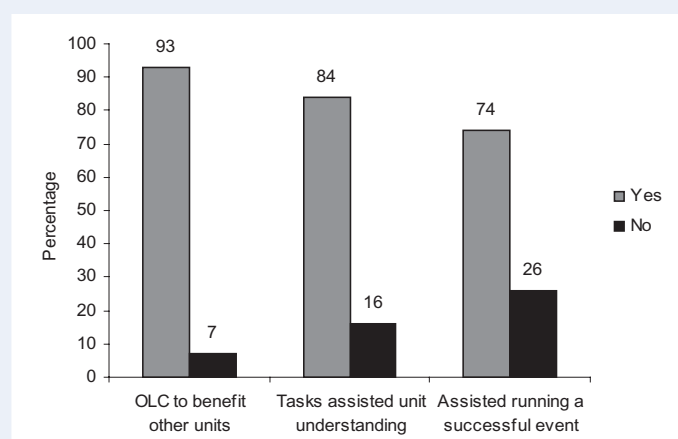
contributions enabled students' comments, questions, problems and summaries to be 'threaded' and archived within both small and wider group settings (Rogers, 2004) as the course unfolded, aiding the reflective process.

Evaluating the success of online conferencing as a method to assist constructive alignment

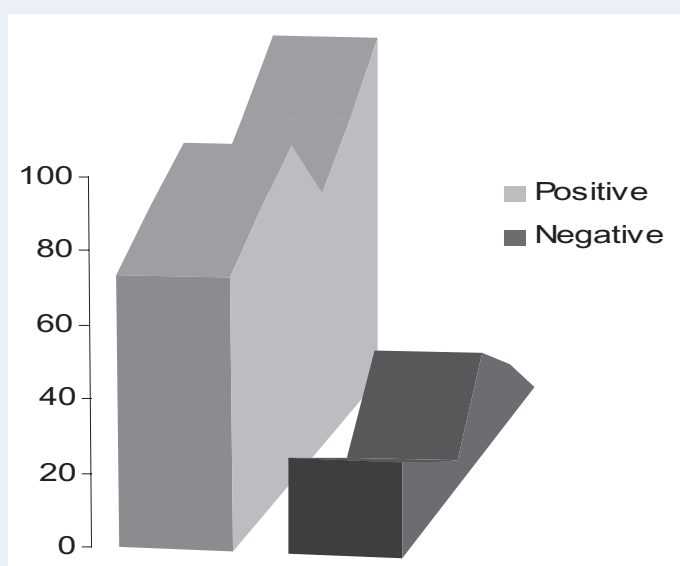
Questionnaires were distributed and made available on the University website. Online dialogue produced a repository of archived contributions: 614 e-mails posted over four separate two-day online-conference sessions by 87 students and one tutor. 53% of students completed the questionnaire. Of these, 82% chose the option to elaborate providing qualitative data, useful to evaluate whether the initial objectives for introducing online-conferencing had been met.



Graph 1: Student responses to question 1 – 3 of the Questionnaire



Graph 2: Student responses to question 4 – 6 of the Questionnaire



Graph 3: Positive responses to online-conferencing compared with negative responses

The outcomes from introducing online-conferencing (asynchronous discussion) and associated e-tivities proved fruitful and an effective way to ensure TL&A quality was

maintained. The facility proved an essential tool to ensure teams remained on schedule, and provided an excellent method to chase students who procrastinated, so assisting the tutor to maintain control of a demanding and unpredictable unit. Lectures were related to e-tivities, in turn relating to the event proposal (Assignment 1). An improved event proposal, following formative feedback, assisted students to stage a successful event. The reflective essay was supported by the archived contributions from team members throughout the event life cycle which students referred back to. Questionnaire results overwhelmingly indicated a positive reaction from students with a general consensus that group work and communication were improved (84 and 72% respectively). In addition, 84% agreed that their academic understanding had been improved and 74% that the facility had helped with the successful staging of their events. Online-conferencing and e-tivities ensured that during the co-ordination and running of the SEM unit learning and teaching methods followed on from one another and were seamlessly, demonstrably interrelated and so constructive alignment was achieved.

Motivating learning through innovative assessment

Caroline Jackson, Bournemouth University, Alison Palmer, Jenny Anderson and Liam Higgins, Southampton Solent University, Lyn Bibbings, Oxford Brookes University

Introduction

The Towards Learning Creatively (TLC) FDTL (Fund for the Development of Teaching and Learning) phase 5 project (2004 – 7) identified that more innovative assessments have generated benefits for students and staff. Oral, visual and practical assessments motivate students to become more independent learners. This has significance for all students but especially for those with dyslexia. This article outlines the results of quantitative and qualitative research undertaken by the project at Southampton Solent, Oxford Brookes, and Bournemouth Universities to identify whether non- or partially-written assessments are beneficial. It then focuses more specifically on the findings from research with students that have experienced a live events management unit (a case study on the website www.creativeassessment.org.uk)

Current assessment practice and experiences

Analysing 334 assessments on six sampled courses across Events, Hospitality, Leisure, Sport and Tourism showed us that our units were predominantly assessed by using the written word, in either essays (28%), reports (16%) or unseen exams (16%). This result supports those of the HEA's national survey of assessment practice in Hospitality, Leisure, Sport and Tourism of 49 HE and FE institutions (LINK 14) of the most common type of assessment, but in a slightly different order: reports; essays; exams; presentations. You could say, 'so what's wrong with that?' The pedagogic literature has a lot to say on this topic but not all tutors engage with it (so we have done it on the website).

Were we any different? What was the experience of staff and students in our subject areas at our institutions? To find out, we conducted six focus groups with students and staff to better understand their experiences.

The students praised some forms of assessment, speaking in depth about 'practical' forms of assessment. Examples of these included coaching skills, event management, and video production. An overall summary of the main points raised by students about their experiences of written and non-written assessment can be seen in the table below. These findings were mirrored by the staff focus groups.

Positives	Negatives
Examinations (written)	
<ul style="list-style-type: none"> • Proof that earned a degree • Prefer in-class tests 	<ul style="list-style-type: none"> • One session can be downfall • Students with dyslexia avoid exams if options are available
Essays/Reports (written)	
Have more time to structure work and express ideas more clearly	Too many of them
Practicals/presentations/videos (non-written)	
<ul style="list-style-type: none"> • Industry related • Puts learning into practice • Allows them to 'shine' • Immediate feedback 	When this method involves group-work it means some students are 'carried'

A number of key themes were identified by a content analysis of the focus group transcripts that could be related back to the literature on learning, and especially experiential learning and assessment. Part of the learning process in HE is to develop independence and graduates as life-long learners. In event terms, not just an enjoyable event but one that has a legacy beyond the life of the event. Are we achieving this?

The statements made by students in the focus groups very much relate to the quantitative research undertaken by Broad (2006), where students identified what they thought independent learning meant and didn't mean from a list of statements. The one that best described *independent* learning was: "When you take control of your learning by taking responsibility". The statement they felt best described *dependent* learning was: "Sitting an examination/test from which feedback is given" and given that most students don't get feedback from examinations shows how dependent they can be.

Student motivation

What struck us was the excitement and animation that some forms of assessment seemed to engender amongst the students. The positive comments appeared to be related to greater motivation. We wanted to find out more about the experiences of our students that undertook assessments in a non- or partially-written format. Therefore we carried out seventeen in-depth interviews in April - May 2007. Seven of these were with students at Bournemouth University who had undertaken an events management unit in their second year, had a year out on placement, and were just finishing their final year (i.e. more than two years after this form of assessment).

Assessment methods are by their nature external constructs to an individual student, but ones that we attempt to design so that they engage students in transformational learning and undertake a deep approach to their studies (Lawson *et al.*, 2006).

"The current consensus is that intrinsic and extrinsic motivation codetermine in various ways the engagement in, and resulting quality of, a learning experience" (Bye *et al.*, 2007: 142).

Extrinsic motivation

In previous research it has been identified that there is an association between extrinsic motivation and a short term approach to surface learning. Part of the discussion has been a criticism of the grade-orientation of HE assessment and that tasks are seen as a means to an end rather than an end in themselves. When looking at motivation, this issue can also be related to situational interest and, in the context of evaluating students' experiences of assessment, could be related to the external stimuli, and that the motivation is outcome oriented in that a reward outside the activity itself motivates engagement with that activity. We often refer to these rewards to justify ourselves to students in the practical experience they have gained, and the transferable skills they have demonstrated, all of which help them to gain a work placement or graduate position.

When analysing the transcripts of the interviews with students it was assumed that extrinsic motivation was demonstrated when the event was seen as a means to an end, or where external signs of worth were sought or given. Motivation does not just exist, or is missing, but can be a negative or a positive force. The transcripts were therefore analysed to find whether the external motivators acted as motivators or demotivators. A summary of the key factors identified can be seen in the table:

Extrinsic motivators	Extrinsic demotivators
<ul style="list-style-type: none"> • "Oh it was brilliant. It was just seeing the old people's faces. They were all so happy" • Something to talk about with future employers and some indication of socialisation with peers and other 'outside' people – organisations and customers • Variety of assessment methods – it was a great change to be assessed this way 	<ul style="list-style-type: none"> • Lack of effort from some team members • Lack of control from tutors • Assessment criteria unclear or not seen as equitable • No grades for input or process

The results show that students felt that they did not control their environment and this was often the assessment process itself (tutor and assessment criteria) and other team members. Although external factors such as venue, weather and other agencies that had a negative effect on the organisation of the event, this was seen as part of the experience, being flexible and using their own initiative. However, those factors that they felt they could not control were a demotivator. As a result it is important that students have a more direct role in creating the criteria and their assessment. There also needs to be a more formal approach to the human resource and organisational aspects of team work. It was interesting that the students did not directly mention the grades they achieved but measured the success of the event on the impact on their guests or clients. For a change, the assessment became a positive narrative in the student bar. These positive external stimuli were what created the positive emotional feeling about the positive strengths of this form of assessment.

Intrinsic motivation

What we received from the students was an emotional response, so it is worth reflecting on the work of Csikszentmihalyi (1990), who describes the intrinsically interested and motivated person as *autotelic* and one who may experience the state of flow. Certainly the impression from those interviewed is that the organisation and execution of a live event 'took over' their worlds. Csikszentmihalyi also talks about an 'authentic' project, one that is done through free choice. Students have to do an event as part of their unit, but have a free choice as to what it is and who their clients are. This may help with ownership of the event, but may also result in some individuals being disenfranchised if the event team is not managed effectively, or if everyone does not feel that the event is their choice. In these cases the events or 'inauthentic projects' occur when the student simply takes on a predetermined role from a script written by others.

Bye *et al.* (2007) identify that in an academic context, intrinsic goal orientation is the degree to which students perceive themselves to be participating in a learning task for reasons such as challenge, curiosity, and mastery; that the student's participation in the task is an end in itself. In analysing the transcripts it was assumed that intrinsic motivation would be described in these ways. The results of the analysis can be seen in the table below. Again, there was evidence of intrinsic factors that acted as a negative force, rather than the positive psychological view of flow.

The event seemed to generate positive factors, both rational (personal skill acquisition) and emotional (excitement and enjoyment). The negative aspects were usually described in emotional terms and were caused by the external factors described above, through the process and the other team members.

Intrinsic motivators	Intrinsic demotivators
<ul style="list-style-type: none">• Excitement, enjoyment• Responsibility• Choice, freedom• Creativity – making your own product• Skills: organisation, planning, time-management, supervision, customer-care, teamwork• Attitude, reliability	<ul style="list-style-type: none">• Anxiety• Stress• Nervousness• Frustration• Disappointment

Overwhelmingly the students spoke positively about the overall assessment process and the choice, freedom and responsibility given to them in the part they played. This autonomy gave them the opportunity to be creative, whether the event itself or their part in this, for example a promotional campaign or the venue decoration. They were able to build their knowledge and skills over a period of time which had a positive effect on their personal attitude and sense of reliability. They were challenged and forced to take their learning more seriously.

Conclusion

The overwhelming response from the students was that the experience of being assessed through organising a live event was a positive one. A greater analysis of their experiences identified that there were a number of negative as well as positive aspects and a number of external factors that could be better managed by the unit tutor to enable the students to further improve their engagement and motivation. This, as the literature indicates, will encourage the students towards transformational and life long learning. As two final year students said:

"I think it's kind of progression and now, this year, I am so much more motivated and organised and I look back on that event and think that's where I began to change my way of thinking. Yeah, I know that sounds really deep and somewhat ridiculous but it's true I look back on that as the first time I really pushed myself to do something like that and I think you learn things from it."

"I think personally it was one of my best experiences at university."

Developing Innovative Assessment in Event Management

Robert Wilson and Fiona Phoenix, Sheffield Hallam University

Introduction

The Sport and Active Lifestyles programme at Sheffield Hallam University currently has nine undergraduate degree programmes which are due for expansion, following a comprehensive re-validation programme, in September 2008. In conjunction with the revalidation programme the University has launched *The Assessment for Learning Initiative* (TALI) to support the development of an assessment culture that fulfils all the purposes of assessment for student learning across the University. The focus of TALI is to initiate, co-ordinate and support the steps needed to move towards an integrated approach to assessment. One strategy to achieve this is support the development of assessment and feedback practices that focus on learning and promote student engagement and attainment, particularly by:

- ensuring that assessment is appropriately aligned with learning outcomes and activities;
- placing more emphasis on small low stakes assessment;
- supporting students with timely feedback;
- reduction of the assessment burden on students and staff;
- appropriate use of advanced learning technologies;
- assessment practices that are learner focussed and promote student engagement and successful learning;
- regulations that are clear, consistent and student centred;
- assessment processes that are efficient and effective and which support the delivery of high quality learning experiences for our students and our staff.

(Adapted from *The Assessment for Learning Initiative*)

In light of this, a module on the current BSc (Hons) Sport Management programme was targeted to become a model representing the shift in assessment culture. The module chosen, *Sport Event Funding and Management* aims to develop students' knowledge of the skills required for planning and managing sport events and fundraising campaigns. Students are introduced to the principles of sport event fundraising and management, then apply these principles to the organisation and management of real events. It was felt that prior to revalidation, the assessment strategy for the module should be developed to enhance the student learning experience and begin to address the principles of TALI. The remainder of this article focuses on the steps and implications of changing event management assessment.

Redefining the assessment method

Assessments need to be valid and fit for purpose (Brown *et al*, 1996). They should therefore align closely to the specified learning outcomes (Biggs, 1996) and assess the right things, not those things that are necessarily easy to assess. Additionally, Boud (2000) argues that assessment should be sustainable and encompass abilities that accompany learning throughout life in both formal and informal settings. Indeed at Sheffield Hallam we have found that students prefer and perform better in assessments that are pertinent to them, their

course and their future jobs. Consequently assessments need to reflect the type of things that they could come across when employed. For example, would it be better to ask a nursing student to write an essay on how to administer an injection, or should we ask them to demonstrate it and talk through the process? The answer here should be simple. Surely it is better to ask students to demonstrate skills rather than write theoretical essays about how these skills should be carried out. A patient in pain would not be consoled by the fact that the person inflicting that pain wrote a wonderful essay about how the job should be done!

Reflections on current practice in the Sport Event Funding and Management module and student feedback suggested that the assessment mode was somewhat limited. The module was taught to around 50 students and the assessment was two separate assignments to be completed over the course of two semesters. The first, a group report of between 2,000 and 2,500 words, asked students to theoretically run and manage an event of their choice. Students are encouraged to plan a small event, such as a local swimming gala or rugby tournament, rather than the Wimbledon Tennis Championships or Football World Cup! Students were given a set of assignment criteria which stated that they should discuss the events' aims, objectives, location and logistical timescales, and produce operational checklists.

The second assignment was an individual report, again of between 2,000 and 2,500 words, requiring students to critique the differences between the event that they had chosen to plan for and one of the major events they had been discouraged from using. Following this they were asked to develop a series of lessons that the organisers of such events could learn from each other to become more effective in the future.

Although these assessments generally aligned to principles outlined by both Brown *et al.* (1996) and TALL, it was clear that students were not engaging with the learning process to the extent that staff believed they would. At best, the students could regurgitate text book answers and discussions, but rarely understood the real complexities of running and managing an event.

A new order

The assessment mode was overhauled in the summer of 2006 in response to student feedback, an increasing awareness of issues regarding learning, teaching and assessment and TALL. Lower stake assessments were introduced, enhanced levels of feedback were developed, and students became more involved in assessment innovations that facilitated their learning. To enhance the assessment package, the teaching programme was also changed to reflect a shift in the skills required for the assessment and to allow more staff-student contact. The new assessment strategy had three parts:

Part 1 – The Event (40% of module mark)

Students were asked to organise themselves into groups of 7 or 8 and stage a 2-hour 'real' event of their choice. Students had to prepare, run and evaluate a recreational event either on or off the University site. The event proposal was subject to approval by the module leader.

Part 2 – Group Presentations and Event Portfolio (30% of module mark)

Each group was required to produce a portfolio of evidence about the event and make three 15 minute presentations. The presentations were programmed into the teaching schedule and consisted of; a discussion of event preparations including what was left to be completed; an event progress report (two weeks before the event); and an event evaluation report.

Part 3 – Individual Report (30% of module mark)

Each group member was asked to produce an individual report analysing the event (the product) and the group dynamics (the process).

The assessment strategy enabled students to submit portfolio work early and collect timely written feedback allowing them to re-draft work (one of the key principles of TALL). Presentations were given verbal feedback from both staff and students on the progression of the events. Moreover, the process was further supported, within both the taught programme and assessment brief, by clear and consistent hand-in opportunities and final deadlines.

The Marking

During the planning stage the assessment strategy seemed to create more work for the module leader. However, in the longer term, students benefit from more thorough feedback and a more even workload. A series of guidelines and instructions for students was created, including a staff/student expectation framework.

The event was assessed based on the following criteria:

1. Attendance and participation at all seminars and team meetings.

2. The quality and appropriateness of the event portfolio.
3. Accessibility of content and delivery for the whole community.
4. Due regard and awareness of health and safety and legal responsibilities.
5. Successful organisation and running of the event.
6. The incorporation of fun, creativity and imagination into the event.
7. The flexibility of the event.

The portfolios and presentations were marked periodically throughout the course and a series of hand-in dates were published. The final part of the assessment was the individual report. This was submitted towards the end of the course and based on the following criteria:

1. An event analysis which included a review of the event, an evaluation of the planning process, recommendations for future improvement and lessons learned.
2. A group dynamics analysis to include an identification of their role in the group, an explanation of the decision making process and discussion of ways to improve communication within the group.

Results

Student attainment reflects, quantifiably, the progress that the unit has made since it began in 2004/2005. Table 1 illustrates that the student achievement for the 2004/2005 and 2005/2006 session remained relatively

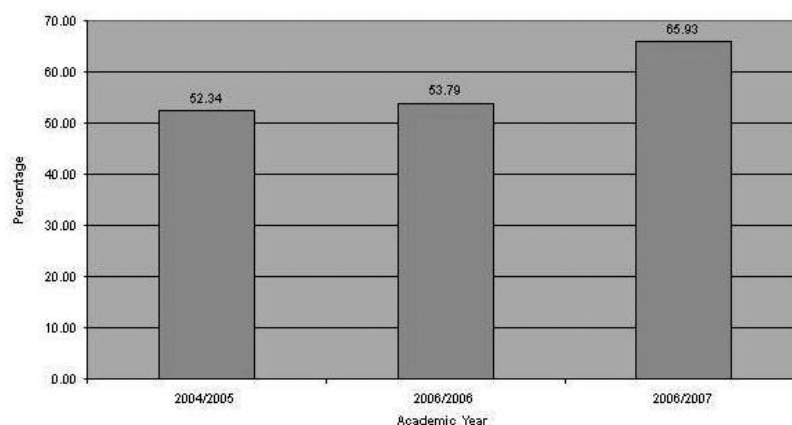


Table 1: Average Student Marks

constant. However, the introduction of the new assessment strategy has seen a marked improvement in average student scores.

The staff and student perspective

As part of the University's Quality Management and Enhancement agenda, each programme has a number of staff/student committee meetings throughout the academic year and collects module evaluation questionnaires. This allowed the course team to reflect on the module both during and after the module. Students are asked to describe their positive and negative experiences of all aspects of learning, teaching and assessment, and to consider how these experiences might be enhanced. In the past, students had made comments about the unrealistic nature of the assessment. However, once the course finished the course team were able to reflect positively on the developments.

Overall the new assessment strategy was an unequivocal success. Not only did the students achieved better grades, they also felt engaged and involved in the programme, and did not see the assessment as something extra to do. They also found the assessment fundamental to their learning about the intricacies of not only preparing and staging, but also evaluating an event. One student summarised the important role that the interim presentations had on developing their event plan by saying:

I felt that the module tutor was really engaged with us on this module as we were with her. Three presentations seemed like a lot to start with but the amount of feedback was so important in helping us to run a successful event

Another commented on how the unit has helped develop them for future life:

What a great unit. The pressure and experience of tackling a real event has really opened my eyes to the industry

Although students were central to the success of the module, the staff experience is also vital in the way the unit works. The module leader responded in the staff/student committee by saying:

The module provided students with the opportunity to get real life work skills. They completely bought into it and got really involved. One group has even gone on to set-up their own event management company and are running our first year induction programme!

Conclusions

This development project proved to both the students, and the staff team, that assessment really can grasp students' imaginations and involve them fully in a learning process. Moreover, the nature of the new assessment mode demonstrates how the emerging sector of Event Management can be assessed realistically and prepares its students for future employment opportunities.

It is also worth noting that the shortest event ran for four hours (the longest lasting 12!) which highlighted the level of engagement the students made with the module, and went above and beyond the requirements of the assessment.

Innovative Assessments

Julia Tum, UK Centre for Events Management, Leeds Metropolitan University

There is nothing quite like changing an assessment method to bring out fear, worry and trepidation as to whether it will work, be fair, consistent and demonstrate differences between good and poor students. Can it be done in time? Does it clearly assess what has been taught? Can it be marked in a timely fashion? Is it too complicated? Why should we want to change what has been done for a number of years and has been proved to have all the necessary qualities? The students all do reasonably well and module teams of staff are comfortable. Or are they?

I think the answer lies in the fact that academic staff are not always wholly satisfied with the way they assess - they are looking for different and more ingenious ways to solve a growing number of issues. Some of these issues are driven by a need to assess fairly and competently the range of skills and learning outcomes required by new and innovative modules. Other issues are driven by the changing population of students who demand different approaches, less group work, and more tangible and meaningful teaching and assessment.

As technology develops, so do the possibilities for us to incorporate different teaching methods, assignments and feedback strategies (for example, on-line; peer and tutor assessed; self assessed work; e-portfolios; video conferencing and on-line tutorials). Our

student base is widening and becoming more diverse. It is drawn from different cultures and we also recognise more disabilities and different learning styles, and aim to incorporate these differences into the way we teach. We also need to create assessments which reduce the likelihood of encouraging plagiarism. Tightened budgets mean that we have to look at the way staff are deployed and how we can, within restraints, become more productive and use our resources (people, time and space) more efficiently. You may add in many more drivers of change, but the crucial issue is that education is changing and that we, the tutors, and the students, are in the thick of it. Therefore, we need to find new and innovative ways of assessing and piloting new approaches.

Staff development is taken very seriously and there are many short courses which engage staff in such questions as:

- How far, and by what means, can we genuinely enthuse and motivate students?
- How can we be encouraged to be passionate, committed and professional?
- How can we improve our methods of giving feedback to encourage feed forward strategies in our students?

A few years ago I wrote an article for this publication (LINK 14) about PASS - Practically Assessed Structured Scenarios. This outlined a method of assessment which had been used for many years in medical and veterinary education – Objective Structured Clinical Examinations (OSCEs). This outlined how the Centre had used the OSCE philosophy within an events management assessment. Now in 2007, this has been applied successfully for three years, and research has shown that it is of value to and ‘enjoyed’ by the students. The process involves creating short (20 minute) structured scenarios which can be set up in separate rooms. In the first half of the day the students move through different rooms and complete an assessment in each room. To deal with the high student numbers there are duplicate rooms so that multiple students can be assessed at the same time. The process is repeated in the afternoon. By the end of the exercise we have assessed 120 students for three separate modules within 2.5 hours; moderated and recorded the marks, and provided feedback, within 24 hours. The results show a wide range of marks suggesting that the students find the assessment a challenge, and yet the tutors find the marking straightforward which ensures consistency. The students find the assessment totally relevant to their future careers, and stressful... which is very realistic! During the PASS day all of the teaching team take an active role.

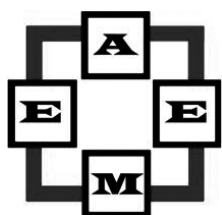
Examples of other innovative assessments:

- The students manage a fictitious event for which they are responsible, and then have to respond to a scenario e.g. many more people arriving than prepared for, a major accident or a non-desirable occurrence. During the scenario, academic staff act as reporters from a local paper or

agency, and ply them with a barrage of questions to test their actions, reactions and understanding of the implications.

- Other modules incorporate a newsletter which is self-marked and then tutor-marked to within a band, and then it is anonymously peer-marked. The students have to give a final mark within the tutor band and give clear justification for that mark.
- Students working in small teams to create an event concept; propose a design, objectives and costs to a client; plan, execute and evaluate its success.
- Another module engages the student throughout the lecture and tutorial programme by their contributions in workshop activities...they apply what they have learnt each week from the lecture to an event and then build up a storyboard of the application of the theory. Their storyboard is assessed plus face-to-face questioning on the day. This is a group activity with three students per group. There is therefore peer pressure for all students to know the material and this has had the result that students teach their peers in order to gain good marks. This peer group teaching has had remarkable impacts on their results and understanding and appreciation of the material.
- Many of the events staff become involved with the poster presentations for research methodology module which is delivered in level 2. Here the students present, using graphic and verbal media, their proposal for a research project. The students agree that the assessment is demanding as they claim it is much more challenging to present and be assessed face-to-face with the tutor, if only for five minutes, than by a 4000 word essay.

These are just a few of the innovative and newer ideas of assessment adopted by the UK Centre for Events Management, occasioned by the drivers of change and supported by a very flexible group of staff. It would seem that new ideas beget new ideas and that the whole ethos of our university gives us freedom, encouragement and advice on how best to make these changes.



Association for Events Management Education (AEME)

AEME was established in April 2004 as the subject association for the events academic community. AEME aims to support and raise the profile of the events management discipline through the sharing of education and best practice. It is also the first dedicated international organisation to draw together events management educators and acts as a channel through which industry, professional bodies and the media can liaise with events education providers.

We have been working hard since 2004 to increase recognition of events as a subject and have made significant progress including:

- AEME now has 38 members, including many of the established events management education providers in the UK and Ireland, together with members in Germany, Australia, USA and the Netherlands. Our members are drawn from further and higher education, training providers and industry.

- AEME worked with the Quality Assurance Agency, and the other subject associations, to get events included in the revised QAA benchmark with hospitality, leisure, sport and tourism
- AEME joined the Business Tourism Partnership to ensure that events education is engaging effectively with industry and industry issues
- AEME worked with the HLST Network to ensure the interests of the events subject was represented in their provision and that the subject develops learning, teaching and assessment in line with other subjects
- AEME worked with People1st to ensure that the events industry, and events education, is represented in their provision and research

- AEME organises an annual Events Management Educators Forum which enables networking and discussion of key issues of interest to the subject community
- AEME's mailing list enables quick dissemination of key research, events and industry issues to members

These are just some of the highlights. Clearly events management is developing at a rapid pace and during the coming year the launch of the new QAA subject benchmark, significant events industry developments, and preparations for London 2012 Olympics, all provide an excellent platform for events education, and AEME, to move forward.

For further information, please visit: www.aeme.org

Developing Opportunities for Experiential Learning in Events Management Degrees

Angela Anthonisz and
Rita Carmouche, *University of Huddersfield*

Background

The University of Huddersfield offers a four year BA (Hons) degree in Events Management. In designing the programme, a key feature of the course was to include opportunities for experiential learning. While experiential learning is not a new concept, and has been practised within hospitality and other types of degrees for many years, the approach taken in this course has been to use experiential learning to link directly to student employability. This approach is designed to address the frequently mentioned gap which is purported to exist between industry and education in relation to producing graduates with appropriate skills and competencies. To this end, employers have been involved in the design of the curriculum and the staff have worked closely with employers in undertaking and participating in live events. The research undertaken prior to curriculum design confirmed the need for a syllabus which affords experiential learning opportunities to students. Designing an events degree with these features has been an important factor in attracting applicants to the course.

Experiential Learning and Curriculum Design

Experiential learning is a key feature of the Events Management degree at Huddersfield and incorporated into the design are opportunities for experiential learning in every year of the course. Experiential learning is consequently embedded into the teaching and learning strategies employed at all stages. In

order to reinforce the importance of experiential learning, these elements of the course form part of the assessment. Experiential learning is supported by an academic underpinning which includes students engaging with key theories and concepts relevant to the study of the events industry and its management.

The diversity of student intake often means that students have a wide range of capabilities and have had different amounts of events related experience. Therefore, the challenge is to develop a curriculum that caters for this diversity, allowing experienced students to progress whilst providing a type of experiential learning that allows less experienced students to cope with the demands of the course.

Experiential Learning within the Curriculum

The curriculum is designed to afford students a series of progressive learning opportunities from year one to year four. Examples are given below.

Year 1

Learning by observation and participation is a key feature of year one. Students are required to act as events assistants for the live events in years two and four. Year one is supported by a fieldtrip which allows students to observe a live event at close hand. For example, in 2006, students attended the International Horse Show at the Palexpo, Geneva, and were

briefed on the event by key staff and organisers prior to a period of observation. Students then produced group presentations and reports which were assessed.

Experiential learning in year one is supported by a range of modules such as finance, marketing, planning and events operations, which provide the academic underpinning for the study of events management. The university also provides specialised facilities to allow students to trial small scale events.

Given the diversity of the events industry and the range of expertise needed to cover all aspects of events management, the course includes visits from industrial experts who teach their specialist subject area to students.

Year 2

The core of the experiential learning is encompassed within the team live event. Students work in teams to develop, plan and run a live event for an external client. This involves responding to a given client brief, budgeting, marketing, health and safety, risk assessment and sponsorship. The live event is assessed by academic staff and the client. Students are given experience of a real world event and work within both time and budget constraints to meet client demand. *Barnardos* and *Race for Life* are two of the employers that have been involved in setting the brief.

Again the academic underpinning for the live event includes modules in project management and IT, media relations, consumer behaviour and the event experience and events design, advertising and marketing communications.

Year 3

This is a compulsory placement of 48 weeks in the events industry which must be approved by academic staff. Placements are gained in the Stadium and Arena Sector, the Festivals Sector, with Events Management Companies and within the Charities sector. Students are expected to build on existing skills developed in previous years and gain the additional competencies required to support the experiential learning in the final year of the degree. All students are visited by an academic member of staff to ensure that they are gaining the appropriate skills and competencies. Academic learning and experiential learning are integrated throughout and student assessment takes the form of an academic review of their experience and a critical evaluation of their role within the company. This involves a poster presentation and a formal report including an employer assessment.

Year 4

The culmination of both the academic and the experiential learning elements of the curriculum is student engagement in an individually organised live event for a client. This occurs in two parts. In the first, students undertake a research project/proposal for their intended event which involves a high level of contact with the client and includes primary data and consumer research. In the second, the students seek approval for their proposal from staff and industrialists prior to the live event being undertaken in the second half of the year. The live event is assessed by staff and industrialists and this covers the students' competencies in carrying out the role of an events manager. This is supplemented by a portfolio which includes client and audience feedback, financial analysis and evaluation, and critical reflection. The underpinning modules to support the live event include, research methods, strategic marketing, creativity and innovation, and policy and planning.

Experiential Learning & Employability

This course aims to provide an educational experience appropriate to honours degree level which, through experiential learning, develops a range of transferable skills and competencies appropriate for future employment. Students are therefore prepared to take up employment with the academic knowledge needed to critically evaluate future developments in the events sectors. At the same time they have gained the skills, knowledge and competencies necessary to carry out a range of roles within the events industry. Student feedback indicates high levels of satisfaction with the coherence between the academic and experiential learning. Furthermore, this attention to curriculum design, and the integration of academic and experiential learning, may help to reduce the purported gap which served as the impetus for including experiential learning in the first place.

Events Education: The Value of 'Real World' Learning

Phil Crowther and Colin Beard, *Sheffield Hallam University*

At a time when there is a growing demand for professional event management in the private, public and not for profit sectors, it is no coincidence that events management education is a burgeoning area in Higher Education (HE) institutions. Sheffield Hallam University (SHU), like a growing number of institutions, is servicing this demand by developing programmes to supply graduates with skills and behaviours to enhance the professionalism of what has historically been considered a 'fragmented' industry.

As the demand for event education intensifies, many practitioners are moving into event education and forging a partnership with academics to further develop this field of study. The team at Sheffield Hallam is a notable example of this trend, providing a new fusion of theorising (typically drawn from a range of fields of study) and real world experiences in an attempt to provide a positive influence on the structure and content of evolving event education. Overwhelmingly, the conviction is that a favourable recipe for success is to deliberately blend more traditional teaching and learning techniques with a range of opportunities that can emerge from 'real world' experiences in the events industry.

What is Real World Learning?

In debating the balance between *traditional* techniques and *real world learning*, it is useful to look at history. The roots lie within the Confucian saying: "I hear I forget, I see I remember, I do I understand."

The subsequent Western interpretations of this have led to the notion that doing the 'real' thing is the most productive way to learn; a central tenet of experiential learning. Business leaders often talk of *the real world out there* and somehow this notion has avoided a more detailed interrogation.

Few people believe the best way to learn to fly a plane is by flying the real thing first, and so simulators are used. The control panel might be real, the reaction to trainee pilot actions might be real in terms of movement of the cockpit, the co-pilot might be real, but there are no passengers and no plane. Thus *real* can be broken down into elements or subsets. It can be seen that this notion is similarly relevant in the case of event management education. Thus the idea of stepped introductions to *reality* might be appropriate in some instances of student learning.

Real World Learning for Event Students

The Events Management Team (EMT) at SHU designs programmes, modules, and learning opportunities whereby students are exposed, in varying degrees, to the 'reality' of preparing for and delivering events. There are five elements to the approach.

1. Work experience is embedded in all degree programmes; students choose between 180 hours work based learning or a year in industry.
2. Teaching is often led by contributors from the events industry based around real world projects. This is embedded in the teaching of various modules.
3. Students working in their spare time on a range of events across the region. This is facilitated through a network of key contacts with local organisations, such as Sheffield City Council and Sheffield International Venues.

4. Event Management tutors (and students) deliver related projects to clients of the university.

5. Reflection is carefully integrated throughout the degree, or HND, programme to ensure that there is opportunity for deep learning.

This article describes a recent example of point 4, which has proven very beneficial to event education at SHU.

Event Educators Delivering Real World Projects

SHU, like other institutions, are positioning themselves to provide a range of services to businesses. One such strand is to offer professional consultancy to support businesses with specific problems or projects. The EMT work proactively with colleagues in Research and Business Development. This relationship involves collaboration in the sales process; bidding to clients through to delivery and evaluation. Indeed a key role in the EMT is that of research and business development co-ordinator.

In March 2007, an opportunity was identified to work with Yorkshire South Tourism (YST). They had funds to support an initiative to optimise the opportunity presented by the Indian International Film (IIFA) Weekend and Awards in Yorkshire, 7th to 9th June 2007. This is a prestigious event for Yorkshire, which over recent years has been hosted in many destinations across the globe including Amsterdam, Dubai, Singapore, and South Africa. The weekend typically comprised press conferences, parties, film premieres, film festivals, business forums, celebrity special events and an extravagant IIFA Awards Ceremony. The 2007 awards were held at the Hallam FM Arena bringing an influx of visitors to South Yorkshire.

The IIFA event was anticipated to achieve visitor numbers in excess of 28,000 with a worldwide audience of 500 million (www.yorkshire-forward.com). The economic opportunity related to tourism and also business investment was manifest. YST were keen to identify the most effective strategy to engage and educate hospitality and front line service businesses in order to deliver the best possible visitor experience. Underpinning this was a realisation that the target market was atypical to South Yorkshire and if the supporting service infrastructure around the event venue was not positively engaged this could negatively impact the visitor experience.

The IIFA Project

The EMT worked with the client in late March 2007 to devise a series of events to achieve maximum impact in the available time. The project incorporated planning and delivery, through to evaluation which was completed in mid June 2007. The EMT assumed responsibility for all elements of the project.

The target markets were specifically identified as hoteliers, retailers, restaurateurs, transport, councillors and police. The objectives were to:

1. Create awareness and enthusiasm among all target groups, relating to the IIFA event.
2. Increase awareness and understanding of Indian culture among target groups.
3. Maximise media coverage.

To achieve these, seven events were planned. The first was a major event aimed at senior executives across all the above markets and media. The other six events were aimed specifically at the managers and team members in each of the target markets.

Positive Impact on Event Education

As noted in the introduction, it is highly beneficial to integrate partial, stepped or wholly 'real' world learning opportunities into student learning in event education. Consultancy activity is a good example of how one activity, delivered primarily for financial return, can positively impact event education on a number of different levels. Practice and theory inevitably become intertwined. The ways in which this project has made a positive contribution to events education at SHU are now summarised.

Work Experience

Two undergraduate event students and a Masters student were heavily involved in the delivery of the project. The undergraduate students worked full time for six weeks, and were given clear objectives with weekly co-ordination meetings. They undertook various roles, from the real *management* of

each of the seven events, to managing the *promotion* of the events to the various target markets. This was achieved through real *public relations*, *mailings*, *personal selling* and *telephone-based activity*. The MSc student, who was from Bangalore in India, delivered the cultural awareness elements of the events.

Time for reflection, both during and at the end of the process, was built into the programme. The UG students used the project for their work-based learning module, which required a report on the activity undertaken and a piece of reflection on the experience. Noticeably both students achieved marks higher than their previous average. They also reflected very positively upon the experience.

Case Study

The IIFA weekend and awards would certainly fit with popular definitions of a major event, particularly in terms of visitor numbers and media coverage. The growth of events in recent years is epitomised by the increased global competition to host major events, particularly linked to inward investment, tourism and regeneration. Major events are therefore a keen focus of event education and the opportunity for the EMT to be involved in the delivery of a key project linked to the event proved a great opportunity to produce a series of case studies. The case studies were carefully targeted at different levels and also different domains of event management; such as design, marketing, operations.

As the project progressed, clear records were kept of events plans and their development. All resources were collated, including marketing materials and video footage of all events. This ensured that future teaching could be supported by real world materials and examples. This was further enhanced by the involvement of the two undergraduate students and the MSc student in the facilitation of these case studies.

Identify New Opportunities

The project brought the EMT into contact with a whole range of real companies, agencies, departments and individuals across the region where links previously did not exist. The project also brought the EMT into contact with different departments and individuals within the university who have now started to communicate with the team about student involvement in other projects. By undertaking this 'real world' project, the EMT is better positioned to secure further 'real world' learning opportunities that will not only satisfy important financial objectives, but also feed very positively into current and future event education at SHU.

Concluding Remarks

'Real world' learning undoubtedly has a role to play in Event Education in HE Institutions. The stepped approach is a useful conceptual tool through which to consider and make decisions related to this area. In the project outlined above, the

students' reflections were consistent with the notion of '*I do - I understand*'. Capturing the project in a series of case studies has allowed a much larger number of students to simulate the experience, and benefit from, albeit to a less significant degree, 'real world' learning. Furthermore this kind of activity allows learning on the part of both teacher and learner (to use dualistic language that unnecessarily slits the two), as new theorising begins to be forged from contemporary practice.

The opportunity clearly exists to intensify the real world learning opportunities as a student's event education progresses. The framework outlined in this article presents a useful structure within which to blend real world learning into event education.

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Why 'Events Strategy' may not always mean 'Event Business'

Jackie Mulligan, *UK Centre for Events Management, Leeds Metropolitan University*

The UK Centre for Events Management is pioneering a project to enhance the infrastructure of Yorkshire to host, stage and benefit from events and festivals. The project, funded by the European Regional Development Fund and Higher Education Innovation Fund, is borne out of regional economic strategies aimed at using events to bring regeneration benefits to the region. The *Event Market Development* project seeks to use research on events, supply chains and event SMEs to assist the regional event strategies to address skills gaps and bring tangible commercial benefits to event business.

In its initial phase, a team of specialist event academics have been working with event SMEs to identify mechanisms to improve their businesses. The approach builds on the research findings from a key national study (Wood *et al.*, 2003) of 600 small event organisations conducted by the UK Centre for Events Management in 2003. This revealed that there are recruitment difficulties in the sector due to skills shortages; only 21% have formal systems of quality management; there is limited use of outsourcing; and pricing methods focus on internal cost structures and profit objectives rather than external market factors. Furthermore, event SMEs tend to use informal and ad-hoc marketing planning with very limited competitor research.

As the project evolves, the team are discovering that whilst the same obstacles exist for SMEs, it is interaction with the policy and strategic agencies charged with supporting the sector that can present both the most challenges and the most potential for growth. The experience thus far supports the findings from a study entitled '*Events based tourism: a survey of local authority strategies in the UK*' (Thomas and Wood, 2003), where it was highlighted that whilst many economic development agencies use events to boost visitor volume and spend, few create measures to explicitly help local businesses exploit the potential benefits arising from such activities.

Furthermore, whilst the nature of events and their ability to engage businesses across sectors makes a strong case for support at senior economic and political levels, it appears that the very cross-sectoral nature of events companies places them in a vulnerable position between core sectors and outside accepted business support clusters. The project team have been working alongside festival and event businesses that range from festival organisations to conference coordinators, from event caterers to fashion show promoters, to help them address their particular challenges in sustaining business activity, networking and building long term marketing plans in this dynamic sector. However, as the project develops, the team is now focused on bringing the SMEs together with the public sector agencies so that all can benefit from the learning and research in events and events management.

Whilst policy makers would not advocate placing events strategies in isolation, this so easily occurs when the delivery organisations, or 'the frontline', are not included in the formulation and implementation of event strategies. The region's own commissioned research has highlighted weaknesses in coordination, effective measurement tools and collaboration. As in other regions, and indeed countries, this results in numerous agencies being involved in events, from destination marketing agencies to conference bureaux, local government event divisions to regional cultural consortia. This desire to 'coordinate and support' and to some degree 'control' event activities can result in a labyrinth of second and third tier agencies that can mystify, and as a result frustrate attempts by event SMEs to integrate and support regional event policies and strategies.

In 2006, the Yorkshire Tourist Board (YTB) launched a new conference guide to encourage companies to host meetings and conferences in the region. This initiative was deemed to have a potential of generating in excess of £1.5 million in delegate expenditure through new conferences, exhibitions and meetings. However, without integration with the SMEs, who will directly deliver and support those events? The guide does not maximise economic benefit to the region, or minimise environmental impact by promoting use of local suppliers.

The YTB and the region's cultural and investment agencies have identified 'events and festivals' as a key method to raise revenue and provide social and economic regeneration. According to their research in North Yorkshire alone, festivals have generated significant impact in urban localities like York, where three festivals are cited as creating an economic benefit of £50m, and in rural areas such as Bedale and Ingleton, where festivals have, "a disproportionately high impact" given the size of the resident populations (Shaw, 2003).

A regional focus on events recognises that almost a third of the business base in West Yorkshire is in retail, hotels and distribution. Whilst events provide opportunities for growth across those sectors, the hosting of events and conferences also

increases the potential for investment in other areas of research innovation strength including creative, digital, bioscience and healthcare technologies.

The UK Centre for Events Management will be using the lessons learnt from the Event Market Development Project inform research and build on the national survey of event SMEs. The team hope that the work will develop across the region, and other regions, resulting in case studies for use in the classroom and beyond. These could highlight not only the experiences of event SMEs, but also the complex pathways that businesses may need to negotiate in order to play their part both in supporting and benefiting from regional event strategies.

Elsevier Butterworth-Heinemann Events Management Series

The Events Management Series successfully launched in 2005. Under the editorship of Glenn Bowdin (Leeds Metropolitan University, UK), Professor Don Getz (University of Calgary, Canada) and Professor Conrad Lashley Nottingham Trent University, UK), the series aims to provide a portfolio of titles that match management development and student needs through various stages. These stages broadly equate to:

- Level One – Operations
- Level Two – Management
- Level Three/Postgraduate – Strategic Management

The series currently has seven books available:

- Berridge, G. (2007) *Events design and experience*. Oxford, Butterworth-Heinemann, Elsevier.
- Bowdin, G.A.J., Allen, J., O'Toole, W., Harris, R. and McDonnell, I. (2006) *Events management*, 2nd edition. Oxford, Butterworth-Heinemann, Elsevier.
- Davidson, R. and Rogers, T. (2006) *Marketing destinations and venues for conferences, exhibitions and business events*. Oxford, Butterworth-Heinemann, Elsevier.
- Getz, D. (2007) *Event studies*. Oxford, Butterworth-Heinemann, Elsevier.

- Masterman, G. and Wood, E.H. (2006) *Innovative marketing communications: strategies for the events industry*. Oxford, Butterworth-Heinemann, Elsevier.

- Tum, J., Norton, P. and Wright, J.N. (2006) *Management of event operations*. Oxford, Butterworth-Heinemann, Elsevier.
- Van der Wagen, L. (2006) *Human resource management for events: managing the event workforce*. Oxford, Butterworth-Heinemann, Elsevier.

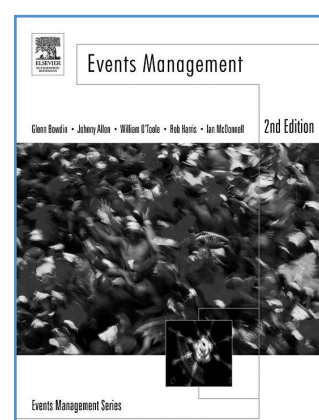
If you wish to contribute to this series, please contact the editors (for a copy of the series overview and proposal form contact Glenn Bowdin):

Glenn A J Bowdin – g.a.j.bowdin@leedsmet.ac.uk

Professor Don Getz – don.getz@haskayne.ucalgary.ca

Professor Conrad Lashley – conrad.lashley@ntu.ac.uk

Further information about the series, book titles, the series editors, the authors and registration details for e-news and inspection copies can be found at: <http://books.elsevier.com/emseries>.



“I hear, I forget. I see, I remember. I do, I understand”: Experiential learning and student-organised events.

Julian Robinson,
*Birmingham
College of Food,
Tourism and
Creative Studies*

Introduction

Events management is a subject area that naturally lends itself to students planning, organising and executing their own live event as part of their programme of study. Before some of us take a sharp intake of breath and visualise students arranging naked runs around the campus within view of the VC's office, or alcohol-induced fancy dress parties in the student union bar, let me share with you our approach to teaching and learning in this area.

The module

The 'live event' has been incorporated as an assessment on our level two Events Operations module for the last few years and has proved very successful in terms of achieving the module aim and learning outcomes. It consolidates what students have learnt in their first year and encourages the application of subjects they are currently studying.

Moreover, as a result of these events, a significant amount of money has been raised for Cancer Research, the charity to which all proceeds were donated. Oh, did I mention it is a hit with the students too? Hardly surprising though when you consider how many of us see students who enjoy learning by 'doing', rather than by sitting in a lecture theatre, but that's another discussion.

Linkage to transferable skills

We are all aware of the benefits of applying theory to practice and how such team-activities might address many, if not all, the transferable skills indicators:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Recent research (Burke *et al.*, 2005) found that students had acquired a variety of transferable skills as a result of their

studies. Practical activities, if properly managed, provide an excellent opportunity for students to show what they are capable of and develop their interpersonal and teamwork skills further.

Not only are transferable skills indicators as to which areas students must develop in order to become effective team workers; they also highlight the need for firmly embedding them into assessments of this nature. Such projects provide a wealth of evidence for students to use when they ultimately apply to potential employers.

Organisation considerations

The students work in teams of five in order to successfully plan, manage, execute and evaluate their own event. Staff are allocated one or two teams to mentor, provide advice on issues such as insurance or legal aspects, and ensure that any initial proposals are practicable and of sufficient difficulty for level two students. The emphasis at this 'mentoring' stage is on giving guidance rather than direction, and encouraging a degree of creativity and empowerment in order to ensure the success of the event (by attracting sufficient numbers of participants/spectators).

Our external examiners may (perhaps) question the academic rigour of students organising an egg and spoon race in the halls of residence, but a fashion show featuring designs from a local college with drinks and canapés, perhaps hosted by a local celebrity, should demonstrate sufficient complexity and advanced levels of planning and organisation to satisfy them. We expect students at the end of their course to leave with a professional 'can do' attitude as well as a worthy degree classification.

Assessment method

The three stages of assessment are pre-event, during and post-event. Prior to the event, students complete many of the tasks required of organisers. For example, venues must be found, contracts drawn up, ideas finalised, and marketing and financial issues agreed.

The mentor attends the event and monitors areas such as organisation and customer interface, taking into account the overall success and individual students' roles during the event. A fantastically organised and complicated event, but where the managing team had faces like Munch's 'Scream' for most of the night, would be scored accordingly.

The post-event assessment requires the teams to reflect on the experience to identify aspects that went to plan, and highlight areas that did not go so smoothly. The merits of such a reflective process are well documented.

Examples of student organised events to date include a 5-a-side football tournament (17 teams with four games being played simultaneously), a charity auction evening held in a local restaurant, a student sport tournament (5 different sports with numerous teams participating), and an 'unsigned bands' evening held in a local bar.

Other institutions run similar projects. In Link 19, we learnt how students at the University of Gloucestershire successfully incorporated the idea of sustainability into events they managed. This brings a contemporary and fresh dimension to such activities.

Conclusion

Many of us are effective and creative in the ways we can enhance the teaching and learning experience of students and:

"As efforts to improve higher education continue and evidence of experiential learning's effectiveness increases, so does the need for innovative ways to incorporate an experiential approach into management courses." Boggs et al. (2007: 2)

As mentioned in the opening paragraph, the subject area is highly suited to such practical activities. The challenge is to continue thinking of new and innovative ways to deliver this element that more effectively prepares students for when they start (or return to) their careers in, what is for many, this exciting industry.

Using Emotional Intelligence to Inspire Learners: a Case Study Using the Experiences of the 2005 Tour De France

Graham Berridge, *Thames Valley University*

Teaching *events management* presents several challenges, like many vocational programmes, as there is always balance to be had between integrating practice and theory.

This is especially so in events since the industry has had limited direct graduate recruitment, and so is arguably unaccustomed to dealing with academic theory and reflection in a way that undergraduate programmes demand. As a new academic subject, there is also a relatively limited range of texts specific to events.

This is not to say that there are not academic approaches to events, for clearly there are, especially in relation to tourism, sport and leisure. Much of the work undertaken around analysis of events tends to take a non-narrative form (economic impact, ROI etc) and this can make it a challenge to develop insightful analysis. Indeed, within both the industry and academia, there is still a preference to 'bottle up' the experience in terms of the 'wow' factor that is often viewed as an intangible and almost ethereal element that cannot be seriously analysed or deconstructed.

Hence one of the foremost difficulties in teaching events to students is finding a mechanism to enable them to meaningfully interpret and reflect upon events as an experience. The fact that an event is transient does not help, occupying as it does a particular moment in time that is not necessarily repeatable. Although there might be several iterations of the same event type, the experience itself is never the same twice. This means that presenting experiences in teaching sessions is a vicarious activity (inevitably) for the students, which often limits their ability to analyse what takes place. Often responses to sharing event experiences are shallow as a result, laced

with limited evaluative and analytical terminology. Hence an event is seen as good, bad, enjoyable, ok, and so on. However the emerging academic interest in the concept of 'experiences' lends itself ideally to this task. Thus in an attempt to try and draw deeper forms of interpretation and analysis from students I have begun to deliver a series of teaching and learning sessions based on the study of experience. The sessions are initially developed utilising ideas of emotional intelligence and the learning environment. The following sets out briefly how one such session is delivered.

The aim of the session is: *To encourage an emotional state in my learners that is conducive to learning.* How is this achieved? The context is a final year event management module, *Event Culture*. The main objective is to understand and analyse the design and experience of events. Part of the module content explores the 'experience economy' and examines how experiences are created and delivered. One of the learning outcomes is to 'encourage and involve learners to characterise their own experiences of attending events'. In the past, student responses to such an outcome have been mixed with many providing, at best, shallow descriptions, whilst some

could barely express why they attended, or the experience they encountered. Very few could provide emotional connections to the event experience.

A learning session was created to frame the event experience via 'Emotional Exposure'. This simply meant that, for example, I was prepared to lay bare my own feelings and interpretations on attending a specific event by telling an experiential story and identifying experiential moments within that story. The session uses ideas from several sources to help define and explain the experience, drawing upon theories of sports tourism, the experience realm, the experience matrix and semiotics.

The learning environment

The vehicle was a visit to the 2005 Tour De France (TDF) and specifically key stages of the TDF that took place in the Alps. I sought to characterise my experiences to encourage others to expose their own (via the use of video footage, photographs, artefacts, and the nature of pilgrimage) I used a series of simple devices to help characterise the event and what it meant to me.

My reasons for going included:

- greatest cycle race in the world
- Lance Armstrong
- the peloton
- the sponsors 'caravan'
- preceding and following in the footsteps (wheels) of Giants
- mythical challenge (Barthes) of riding and spectating
- chill out on the mountain, drink beer with other nationalities
- to paint the road
- cheer the 'heroes'
- personal challenge of riding alpine passes (Courcheval; Col Du Madeleine; Col Du Telegraphe; Col D Galibier; Alpe'D Huez)

A series of photographic images relating to me personally and the TDF followed. This included shots of the race and riders, significant images such as the finish line, the crowds, scenery etc. The photos embraced not just images from a specific stage, but several stages from the period of 6 days I was there. Accompanying this was a short video compilation that included footage of the sponsors' procession, a rolling promotional tour that precedes each stage of the race by approximately 2 hours.

Significantly to spectators, thousands of freebies are dished out along the way. In recounting this aspect of the TDF experience I explained how I and a colleague befriended an American family and 'employed' their two young sons to chase the freebies that were thrown. In the end we had so many items we could have set up a small stall. Simultaneously in the class room I re-enacted a version of this distribution system. Having saved 50 or so artefacts, I threw these out at random to the students. Within a few moments, just like the spectators at the road side, they too were grabbing and shouting for a freebie.

This part of the session is completed with footage of the race itself and an 'occurrence' that, I explain, gave added meaning to the event. One of the reasons for visiting the TDF in 2005 was that it would be Lance Armstrong's final race as a cyclist. I briefly explain, in semi-idolatory terms, what Armstrong represented to me as a person and cyclist. I then ask one of the students to volunteer to stand at my side whilst I talk. Once again, with video footage running in the background, I explain the situation on a stage to the top of the ski resort at Courcheval. I had positioned myself about 5km from the finish. In a leading group of six, Armstrong came past and was

handed a water bottle which he briefly took a sip from then, just as he was passing me, threw into the road. With a subtle movement I barged my student out of the way to show how I did the same to young French family in order to get hold of this prized possession. I then explain to the students the reasons behind my actions. Finally, and to set the whole session in context, I invariably deliver this session wearing a cycling top, cycling hat, sunglasses and with a road bike standing alongside me.

Using the theory of emotional intelligence as a mechanism for developing a learning environment, what are some of the things I achieved in the session?

I have:

1. Revealed my feelings to learners
2. Provided a deliberate and not just an intuitive learning experience
3. Planned an emotional environment
4. Acknowledged my own preferences
5. Provided (via artefacts) non-verbal communication
6. Contextualised analysis of the event experience using theory

In reflecting upon the session I then hold an open discussion with the student group and explore how some of the ideas presented can be meaningfully analysed drawing upon experiential analysis and semiotics as tools to unravel the nature of the experiences. The group are then set a task for two weeks time and asked to deliver, with appropriate insight, a version of their event experiences.

Training for Tourism: Innovative Learning Materials Designed to Boost Industry Skills

Training for Tourism is a lifelong learning opportunity aimed at those working within the tourism industry. It enables people working in the industry to study at a time that suits them. The training is delivered online via a series of innovative learning modules which are designed to facilitate business growth and contribute towards the delivery of a high quality tourism industry.



Learning

What makes this learning innovative is the focus on interactivity. An appreciation of different learning styles means that, in addition to written materials, a combination of visual and verbal materials has been used. An introductory video gives a snapshot of the website to the user, so that they can immediately see the real benefits of using this site.

Course Structure

The content comes from people in the industry and is organised into enjoyable, worthwhile, 'bite-size' modules:

<i>Communication and Self-Management</i> Effective Verbal Communication Interpersonal Skills Time Management Work-life Balance <i>Customer Care</i> Putting the Customer First	<i>Law</i> Financial Statements Knowledge of Legal Compliance <i>People Management</i> Delegating Leadership Skills Manage Change Manage Your Managers Motivation Skills	<i>Marketing</i> E-marketing Identifying Target Markets Introduction to Marketing <i>Training</i> Designing a Practical Training Session Fostering Learning Amongst Staff Identifying Training Needs
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Visit www.trainingfortourism.com and contact Pearl-Jane Dewar p.dewar@rgu.ac.uk if you want to discuss this further.

Event Research Conference & Education Symposium, 11-13 July 2007, Melbourne, Australia

Debbie Sadd and Richard Shipway,
Bournemouth University

The 4th International Event Research Conference and 2nd Event Education & Research Network Australasia Symposium were jointly hosted at the RACV City Club, Melbourne, by the Australian Centre for Event Management (ACEM) along with the Centre for Hospitality and Tourism Research, Victoria University Sydney, and in association with the Sustainable Tourism Cooperative Research Centre. The theme of the conference was: *Re-evaluating the city/town: events as a catalyst for change.*

A diverse range of paper presentations was delivered, supported by workshops and panel sessions addressing contemporary issues in the events industry. Keynote speakers included Professor Joe Goldblatt; Brian Newman, CEO of Sydney Olympic Park; Andrew Walsh the Director of opening and closing ceremonies at the Athens Olympic Games; Paul Gudgin, former Director of the Edinburgh Fringe; Dale Monkeith, CEO, Victoria Racing Club, organisers of The Melbourne Cup; and Robyn Archer, a leading international event organiser.

Bournemouth University was represented by Dr Miguel Moital and Debbie Sadd, who presented papers on event sponsorship

by India's beverage sector, and regeneration issues associated with the London 2012 Olympic and Paralympic Games respectively. Miguel's paper described the findings of a study examining the event sponsorship patterns and preferences of India's drinks industry, and illustrated that they appear to prefer 'in-kind' sponsorship and being the sole sponsor. Debbie's paper highlighted the significant social opportunities associated with the 2012 Games, not just for London but also across the UK, while exploring the difference between regeneration and renaissance in the context of London 2012, other Olympic Games and large scale sporting events.

Richard Shipway, in Australia undertaking a Winston Churchill Memorial Trust Fellowship project in Sydney, attended as an invited panel member at the Educational Symposium. The session discussed international perspectives and programme developments in the area of event management education within universities.

The 5th International Event Research Conference in 2009 will be hosted by Griffith University, Brisbane.

NETWORK FOCUS

Events management undergraduate education in the UK

Glenn Bowdin, *UK Centre for Events Management, Leeds Metropolitan University*

Definitive data is not currently available in the public domain to demonstrate the size of events education in the UK or elsewhere. In order to address this gap, a research project is currently underway at Leeds Metropolitan University to analyse the growth of UK events management course provision; student characteristics over the past ten years; and the first destinations of graduates in 2006, using Higher Education Statistics Agency (HESA) data.

In the interim, other data may be used to provide an indication of the size of the market. Data gathered by Chapman (2006), based on information from UCAS and made available through the HLST Network, demonstrates the growth of applications, and acceptances, up to 2005. Chapman notes that over a six year period (2000-5) there has been a 351% increase in accepted students, with a 39% increase 2004-05 and a significant increase in applications over the same period (452% 2000-2005; 159% 2004-2005). Table 1 illustrates this growth. Caution is required in interpreting the data or comparing events to other subject areas, as it will also include acceptances and applicants covered in other subject headings, for example, where a course is joint honours. However, it serves to illustrate that there is growing interest in events as a subject area and gives a very conservative indication of the number of students currently joining events-related programmes.

Event	2000	2001	2002	2003	2004	2005	Change 1996-2006		Change 2004-2005	
Accepts	273	309	377	534	882	1230	957	351%	348	39%
Applicants	972	930	1207	1316	2068	5361	4389	452%	3293	159%

Table 1: Applicants and Accepted Places in 'Events' Courses, 2000-06
Source: UCAS, 2005 cited in Chapman, 2006

Growth in the market is also illustrated by the "supply side", that is, the number of providers offering events-related programmes. Table 2 provides an indication of the increase in events-related course provision in the UK from 2005 to 2008, based on a review of the UCAS Course Directory. Again, caution is required when interpreting the data, as institutions choose which categories to include their courses in on the UCAS course directory, and some courses known to be running are not included in the UCAS directory. In addition, from the UCAS directory it is not clear how many of the courses offered actually ran (or will run) in reality, as the database is live and continually updated. However, it does provide an indication of the growing provision in this area, particularly at degree level.

	2005	2006	2007	2008
Total Number of Providers (HND/FD/degree)	34	43	49	56
Degree Level*	20	27	34	46
Foundation* Degree	11	14	18	21
HND/Diploma*	9	12	13	9
N820 (event(s) management)	13 courses inc. 11 degrees	20 courses inc. 15 degrees	27 courses inc. 22 degrees	39 courses inc. 27 degrees
028N (HND events management)	4	5	5	5

Table 2: Events Related Course Provision in the UK 2005-7
Source: UCAS (2005, 2006, 2007)

* Number of providers offering this level of event-related qualification – this number does not refer to the number of courses as some providers offer multiple courses (for example, joint honours).

The subject is starting to see some consolidation of course titles at undergraduate level, with an increasing acceptance of event/events management in the title. However, in addition to those which include single and joint honours courses, there are also an increasing number of course titles which reflect perhaps a specialist focus. Examples of some of the course titles currently available are illustrated in Table 3.

Course Title	
Art and Event Management	International Event Management
Conference and Exhibitions Management	International Event Marketing
Creative Events: Design and Production	Leisure, Events & Entertainment Management
Entertainment and Events Management	Leisure, Events and Cultural Management
Event & Venue Management	Live Event Technology
Event Fundraising and Sponsorship	Management in Events
Event Management	Managing Cultural and Major Events
Event Management (Sport)	Resort and Event Management
Event Management (Tourism)	Special Event Management
Events Management	Sports Event Management
Festival and Event Management	

Table 3: Events Related Undergraduate Course Titles

Over the past decade there has been significant growth in demand for and supply of events management related courses. On the demand side, this has been driven by a number of factors including an increasing acceptance of the existence of the events industry (by the industry and other stakeholders), increasing awareness of events in society generally (for example, through televised “behind the scenes” events) and use of events by local and national governments and other organisations, increasing entry into higher education and an interest in what is perhaps perceived by some students to be a glamorous celebrity driven industry. On the supply side, the growth has been driven by diversification of providers of hospitality, leisure, sport, tourism, arts and culture related courses; increasing acceptance of the existence and sustainability of the market for graduates in the area; and demands for context specific courses by the events industry and other stakeholders.

With events being very much in the spotlight, particularly through the London 2012 Olympics, continued growth in demand and supply is likely for the foreseeable future. Clearly, however, events management, as with all subjects, will have a lifecycle and therefore for the market to remain sustainable in the long term it will require continued innovation, adaptation and responsiveness to stakeholder needs in order to continue to provide employable graduates in the future.

Any views or opinions represented in articles published in LINK are those of the author rather than those of their institutions or the HLST network