

## **MISSION STATEMENT**

Regent's College seeks to foster Internationalism and Professionalism through the provision of appropriate, applied, academic programmes which embody a spirit of international understanding and mutual co-operation, allied to high level professional capability and responsibility.

The primary ambition of the College is to provide a uniquely stimulating, multi-cultural and plurilingual learning environment in which students aspire to become global citizens capable of contributing effectively and responsibly to a 21st century environment.

EBS London as part of Regent's College provides a unique educational experience, and is situated in the beautiful surroundings of Regent's Park in the heart of London. It combines rigorous undergraduate and postgraduate programmes in business and languages, study periods abroad in partner institutions throughout the world, work experience in a variety of company settings, and excellent graduate employment prospects.

Our students come from over 85 countries and join other international students within Regent's College. This highly cosmopolitan, multilingual, multicultural student group creates a dynamic environment for the design and delivery of our academic curriculum. At EBS London we are committed to the principle of embedding internationalism in the academic content of our degree programmes, and of capitalising on the richness and variety of the linguistic, cultural and educational backgrounds of our students. We firmly believe that a mature, responsible outlook for the future business leaders of the globalised economy of the 21st century is most effectively fostered through formal and informal interaction between students from a wide variety of nationalities from many different parts of the world.

Our multi-skilled, flexible and forward-looking graduates are much sought after by both multinational companies and SMEs. Most now work in high-profile jobs throughout the world, particularly in the fields of banking and finance, marketing and communications, public relations and consultancy. Increasingly, our graduates are also setting up their own companies as well as continuing a well-established trend of working in a family business. This high graduate employment level at EBS London, a key indicator of success, continues to be the guiding principle of our academic mission.

Whether you are following one of the undergraduate degrees in International Business, International Events Management, or one of our postgraduate Masters degrees (MA Management pathways, MSc in Global Banking and Finance or MBA in International Business) we are confident that you will be both intellectually challenged and culturally stimulated by the educationally unique experience of EBS London at Regent's College.

Martin Timbrell  
Dean of the Faculty of Business and Management.

Michael Scriven  
Director of the European Business School

I am delighted to welcome you to the undergraduate programmes which I am sure will help you in developing the ability to do business on a world-wide stage. Once you have completed the B.A., and possibly one of the Masters degrees at Regent's College London, you will be in a key position to choose your next career move. The future is in your hands: we are here to help you reach your goals.

The Bachelors degree in International Events Management will allow you to cover a wide variety of disciplinary influences, ranging from project management, management accounting, food and society to public relations to the managerial requirements of leadership and teamwork required in the field of International Events.

The degree is designed so that, as a successful graduate, you will have achieved a range of learning outcomes that embrace interpersonal and social development, cross-cultural and international adaptability and cognitive and intellectual skills.

The learning and studying environment for your degree encompasses both the need for conceptual understanding and knowledge, and the requirement to learn and put into practice certain transferable and lifelong skills. The portfolio of attributes offered in the programmes include personal and social skills, such as creativity and self-management, critical analysis, problem-solving, and inter-cultural teamwork.

The diversity of the programmes enable you to focus on a particular areas, to develop a full understanding of the International Events business, to acquire the relevant language and cultural skills, to take advantage of studying and working in more than one 'foreign' country, and to experience the real world of work.

A further element of the degrees is the input of various graduates of EBS at Regent's College into the learning and teaching either within the programme or in their contribution to the International Business Forum (IBF).

During your time studying International Events Management here, there will be a close partnership between you and us. Our obligations are to ensure that you derive maximum benefit from your studies, that your academic work is challenging and rewarding, that it is assessed fairly and to the highest standards, and that you have every opportunity to achieve your study and work objectives. Your responsibilities are to engage fully in the intellectual and social life of Regent's College, to be prepared for classes, to work closely with the staff and your colleagues in endeavouring to excel in your academic work, to behave at all times in a mature and responsible way, and to enjoy yourself.

Once you are at EBS- L at Regent's College, you gain another allegiance in addition to the ones you have to your friends and your families. They expect you to be good ambassadors to us: we expect you to be good ambassadors for EBS L Regent's College in the wider world of study and work outside the Regent's College campus.

Let us wish each other every success in our joint adventure.

Jefferson Papis  
Programme Director BAIEM

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## **EBS London / Regent's College**

EBS London is part of Regent's College, which is a company limited by guarantee registered in England and Wales with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for EBS London. They delegate the day-to-day management of EBS London to the Chief Executive and the senior management team, including the Dean. The Dean is not a member of the Board of Trustees.

The Trustees work with the Chief Executive and the senior management team at EBS London to ensure the smooth running of your course whilst you are at EBS London.

## **EQUAL OPPORTUNITIES POLICY**

EBS London, as part of Regent's College, has the following policy on equal opportunities and recognises the importance of affording equal opportunity and fair treatment to existing students and prospective students with regard to the services that the College provides.

We are committed to a policy of treating all our students equally. No student or potential student shall receive less favourable treatment or consideration on the ground of race, colour, religion or belief, nationality, ethnic origin, sexual orientation, gender, gender reassessment, age, disability, marital status or part-time status or will be disadvantaged by any course regulations that cannot be justified as necessary on operational grounds.

The aim of our policy is to ensure that no job applicants, employees, students, prospective students, or members of the public receive less favourable treatment on the grounds of age, disability, sex, marital status, sexual orientation, race, colour, nationality, ethnic or national origin, or any other grounds. Nor are they to be disadvantaged by conditions or requirements which cannot be justified by specific reference to the job, course regulations or the circumstances pertaining.

## **DISABILITIES AND LEARNING DIFFICULTIES**

EBS London will make every reasonable effort, within the resources available, to support registered students with a disability or learning difficulty. The student should contact the Head of Student Support immediately for a confidential discussion about needs arising from their disability, learning difficulty, or health problem and how EBS London might respond to these.

The full disability policy can be found at: [http://www.ebslondon.ac.uk/student\\_life/student\\_services/disability\\_policy.aspx](http://www.ebslondon.ac.uk/student_life/student_services/disability_policy.aspx)

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This handbook aims to give you basic information about what is required of you, what you can expect and where and how to get help. It explains where and how you can find information you require as a student and summarises key points concerning your progress as a student. The notes in this handbook explain complex issues which are set out in EBS London's or Regent's College's Regulations and are not a substitute for reading the rules and regulations policies of EBS London and Regent's College. The summaries in this handbook do not take precedence over EBS's or Regent's College's Regulations. 'Regulations' means all the Regulations and policies in force at the time relating to Regent's College and EBS London.

This document is prepared ahead of the academic period to which it relates in order that potential applicants can have an overview of the programme for which they are applying. As a result, some changes are inevitable, such as courses being amended or certain fees that students are required to pay being increased. Other rules and regulations, such as assessment regulations, may also be changed as required. EBS London reserves the right to alter without notice the Regulations, programmes, syllabuses and timetables. This document does not guarantee that courses will be available as described. EBS London reserves the right to make such alterations or amendments as necessary. Any offer of a place is made on the basis of current terms and conditions, and it is important that you are aware of these terms before accepting your offer. If you are unclear about any of the terms or conditions, you must ask the Admissions Officer before you confirm your acceptance. By accepting a place at EBS London, you are agreeing to abide by the rules and regulations of EBS London and Regent's College.

EBS London July 2008

## FACTUAL INFORMATION

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<b>Accredited Institution</b>	European Business School London
<b>Course Leader</b>	Jefferson Papis
<b>Programme Award</b>	BA (Hons) International Events Management
<b>Date of (Re) Validation Event</b>	March 2008
<b>Date of Programme Commencement</b>	September 2008
<b>Approval status</b>	Approved to 2010
<b>Entry points</b>	Two per annum September and February
<b>Programme duration and mode of study</b>	Three and a half years, full-time
<b>Credit value and notional learning time</b>	360 credits, equating to 3,600 hours Notional learning time.
<b>Delivery site</b>	European Business School – London, situated in Regent's College, Central London
<b>Work experience</b>	36 weeks compulsory work experience, with assistance provided by Careers Guidance and Internship Services
<b>Main subject or disciplinary components</b>	International Events Management with emphasis on language and specific functions: Finance, Management and Marketing
<b>Maximum period of registration</b>	Six and a half years
<b>UCAS code</b>	N820 International Events Management
<b>Accreditation by professional bodies</b>	Regent's College is an associated institution of the Open University. Undergraduate and postgraduate programmes in the European Business School London are Validated by the Open University. EBS London is recognised by the British Accreditation Council and the Department for Innovation, Universities and Skills.

## I. Introduction to Programme Specification

Some of the key elements of the Undergraduate Programme that you will be pursuing over the next 3.5 years are set out in the Programme Specification (Section 2). It gives details of the qualification and its title, the structure, main purposes, distinctive features and subjects of the BA, the programme learning outcomes, and the teaching and learning environment. In particular, part 2.6.2 gives considerable detail on the key areas of learning and the different aspects of the learning that are expected to take place at each Level (1-3) (see page 11). This enables us to be precise in specifying what you should be learning at each stage of your degree and which outcomes we are attempting to assess when you are required to complete pieces of academic work.

The *learning outcomes* cover four areas:

- A. Knowledge and understanding of the academic content
- B. Cognitive (intellectual and conceptual) capabilities
- C. Transferable and practical skills (including linguistic and cross-cultural)
- D. Domain specific skills
- E. Personal and interpersonal skills

The *three levels of study* within the undergraduate degree cover the three phases of your progress from 'supervised' through 'semi-autonomous' to 'self-directed' learning. These three Levels of learning within the undergraduate programme are reflected in the way you learn, the way we teach you, and the way in which your work is assessed.

*Module Outline Booklet (MOB) and Module-work Assessment Criteria (MAC)*

The learning outcomes you are expected to achieve from an individual piece of work in a particular subject at Level 1 are, therefore, specified as, for example, A2, B1, B2, C3, and D4. These outcomes are set out in the Module Outline Booklet (see Appendix 1 for the MOB) produced by the module tutor at the start of each module. The tutor's evaluation and assessment of the module-work will be marked on a Module-work Assessment Criteria (MAC) sheet which is returned to you. In this way, it is possible to establish what you should know and be able to do at that stage of the programme (see Appendix 2 for the MAC).

### 2. Programme Specification

#### 2.1 Qualification

BA(Hons)

#### 2.2 Programme Title

International Events Management

#### 2.3 Programme Type

Multi-disciplinary Modular

#### 2.4 Benchmarking

Quality Assurance Agency (QAA) Benchmarking Standards for Business and Management, Hospitality and Tourism.

QAA Level Descriptors

South East England Consortium for Credit Accumulation and

Transfer(SEECL)LevelDescriptors(Anglia Polytechnic University (APU)Revision, April 2001)

External Examiner knowledge of other National Institutions

### 2.5 Main Purposes and Distinctive Features of the Programme

#### 2.5.1 Main Purposes

The programme aims to provide the student with the knowledge and skills relating to all the stages in the Events Management process through conceptualising and planning the project, and through operational, financial, economic and events marketing. Students will have a choice of relevant supporting elective subjects in media technology, gastronomy, writing for the media, visual arts and society, culture and tourism, design, press relations, events and luxury branding and service marketing. The programme will culminate in a major events planning project or dissertation with approaches to consultancy, or dissertation.

#### 2.5.2 Distinctive Features

The distinctive features of the degree are as follows:

- a) learning and teaching focused at all levels on the international environment of events management.
- b) the development of a co-ordinated International Events Management curriculum.
- c) the structure of the degree requiring all students to spend two semesters abroad.
- d) the necessity for students to develop fluency, knowledge, understanding and skills in one foreign language other than English.
- e) the adoption of an outcomes based learning model to deliver the programme.
- f) the development of self-directed learning.
- g) the international experience of the academic staff.
- h) the international composition and outlook of the student body.
- i) the requirement for all students to undertake a minimum of 36 weeks of work placement.
- j) the opportunity for students to undertake an accredited semester of work placement by completing a Placement Learning Project.
- k) the integration of International Events; Languages; Cross Cultural elements and SPA into a viable project as the culmination of the programme.

## 2.6 Programme Learning Outcomes

*“what a graduate should **know** and **be able to do**, during and on completion of the programme”*

We define learning outcomes as concepts, skills or applications that a person would be expected to know, understand, or be able to do now or in the future as the result of a specific learning experience. They are written in both general and specific terms, and focus on four areas:

- A. Knowledge and understanding of the academic content
- B. Cognitive (intellectual and conceptual) capabilities
- C. Transferable and practical skills (including linguistic and cross-cultural)
- D. Domain Specific Skills
- E. Personal and interpersonal Skills

The table on page 10 summarises the learning outcomes for the programme resulting in the award of the BA (Hons) in International Events Management. It is written in such a format as to enable us to benchmark student progress at each level. The five categories incorporate the whole learning experience of the programme and establish the broad learning outcomes that should be achieved by the graduate by the end of Level 3.

### 2.6.1 Rationale of Approach

EBS-L fully believes in producing programme specifications in general and programme outcomes in particular, acknowledging QAA recommendations. The definitive programme outcomes are a consequence of the above, juxtaposed with an overall review of the validated module learning outcomes at each level. This has enabled us to clarify Level 1, 2 and 3 programme outcomes of the three and a half year degree programme.

# PROGRAMME SPECIFICATION

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<b>PA. Knowledge and Understanding</b>	At the end of the programme students will be able to:
a	Understand the tools for analysing and evaluating the business environment and its impact on the international events management industry.
b	Demonstrate a critical understanding of the development of knowledge in the field of International Events Management. (including the origins, meaning and development of hospitality and destinations)
c	Understand the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing as appropriate, from service, research and professional contexts.(including, hospitality, tourism )
d	Demonstrate an understanding of International Events Management and related subjects, through both academic and professional reflective practice.
e	Display research and problem solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to the context of International Events management.
f	Show knowledge and understanding of grammatical, phonological and lexical structures of the chosen foreign language(s).
g	Demonstrate a critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice.
<b>PB. Cognitive (Intellectual &amp; Conceptual)</b>	At the end of the programme students will be able to:
a	Research and critically assess subject specific facts, theories, paradigms, principles and concepts.
b	Be able to critically assess and evaluate evidence.
c	Describe, and analyse and integrate information from a variety of sources..
d	Apply knowledge to the solution of familiar and unfamiliar problems .
e	Develop reasoned argument and challenge assumptions.
<b>PC. Transferable and Practical Skills (including Linguistic &amp; Cross-Cultural)</b>	At the end of the programme students will be able to:
a	Acquire autonomy in planning and managing the learning process.
b	Use a range of effective oral and written communication, numeracy, IT & media skills to access, interpret, manage and present data.
c	Display the ability to retrieve and judiciously select information from a variety of sources.
d	Operate in the chosen foreign language effectively, and in a culturally appropriate manner.
<b>PD. Subject Domain Specific Skills.</b>	At the end of the programme students will be able to:
a	Plan, design and execute practical activities using appropriate techniques and procedures.
b	Undertake fieldwork with due regard for safety and risk assessment.
c	Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media.
d	Recognise and respond to moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct.
e	Recognise and value the centrality of the events and (hospitality) consumer and meet and respond to their needs.
<b>PE. Personal and Interpersonal Skills.</b>	At the end of the programme students will be able to:
a	Develop intra- and inter-personal skills such as self-awareness and sensitivity towards others, demonstrating the taking of responsibility for oneself, others and society as a whole.
b	Constructive participation in groups.
c	Appreciation of the need for continuing professional development and self-directed lifelong learning.
d	Development of entrepreneurial flair, creativity, and innovation.
e	Develop a composure to surprise and unexpectedness.

**2.6.2 Learning Outcomes at Levels 1-3**

In line with the overall Programme Learning Outcomes above, the learning outcomes are categorised and numbered within each Level. This system allows module tutors to specify the learning outcomes for each piece of assessment, designating them by both category (A-E) and Level (1-3). This also makes clear to the student what are the intended outcomes of any piece of module-work.

<b>A</b>	<b>Knowledge and Understanding</b>
	<b>Level 1</b>
A1	Have a core knowledge of fundamental concepts and principles in the study of international events management.
A2	Have a basic knowledge of legal, moral and ethical issues within international events management.
A3	Identify and apply sound judgement when selecting appropriate theories for presentation and use in core and elective modules.
A4	Acquire knowledge and understanding of aspects of the geography, society and culture in the Countries where the foreign language studied as part of the programme is spoken.
A5	Depending on the starting point in the chosen language(s) (beginner or intermediate), to have a basic (beginners) or good (intermediate) knowledge and understanding of grammatical, phonological and lexical structures of the target language(s).
	<b>Level 2</b>
A6	Identify and develop an in-depth knowledge of concepts, principles and ideas from different business disciplines and their relationships, by exposure to international events management professional practice.
A7	Recognise the differing perspectives and methods of enquiry arising from contemporary developments in business that impact upon International Events Management.
A8	Display a knowledge of current developments in the political, economic, social and ethical context that may impact upon international events management in particular in countries which are an integral part of the programme in terms of the language being studied.
A9	Have a growing knowledge and understanding of grammatical, phonological and lexical structures and some understanding of the registers of the chosen language, with particular emphasis on the way it is used in business contexts.
	<b>Level 3</b>
A10	Demonstrate a thorough and critical understanding of the strategic aspects of events management in its international context.
A11	Critically explain the motivations and processes underlying internationalisation in business and how they impact on international events, conferences and congresses.
A12	Critically analyse contemporary theories and developments across the range of business disciplines in understanding the dimensions of contemporary international events management.
A13	Demonstrate critical knowledge and understanding of contemporary economic, socio-political, and cultural dynamics in an international setting, particularly a knowledge of the countries where the foreign language studied as part of the programme is spoken.
A14	Display a detailed knowledge and effective understanding of grammatical, phonological and lexical structures, and of some registers of the target language(s), with particular emphasis on usage in business contexts.

<b>B</b>	<b>Cognitive (Intellectual &amp; Conceptual)</b>
	<b>Level 1</b>
B1	Utilise a range of simple analytical techniques to quantitative and qualitative data.
B2	Display the capacity to relate appropriate concepts to applied situations.
B3	Gather, evaluate and merge information from a variety of sources.
B4	Use well judged reasoning in challenging arguments of peers with alternative perspectives.
	<b>Level 2</b>
B5	Analyse texts, data, assumptions and concepts critically.
B6	Demonstrate the ability to use different concepts and frameworks in the evaluation of a particular set of circumstances.
B7	Adjust and merge previous knowledge and up to the minute information in order to reach a solution to a problem.
B8	Generate problem-solving options within the study of events management and demonstrate the ability to evaluate them.
	<b>Level 3</b>
B9	Critically analyse and evaluate models and concepts within international business and how they might affect international events management.
B10	Demonstrate discernment in the application of theory to hypothetical and practical business and management situations in the area of international events management.
B11	Integrate and evaluate complex information and data from a variety of sources.
B12	Provide solutions to a range of complex and/or unpredictable problems, based on critical evaluation through appropriate analytical frameworks.

<b>C</b>	<b>Transferable and Practical Skills (including Linguistic &amp; Cross-Cultural)</b>
	<b>Level 1</b>
C1	Present qualitative and/or quantitative data orally and in writing to a target audience, using a range of media and Information Technology methods.
C2	Be able to transfer educational and academic activity to work-based scenarios.
C3	Meet time-constrained targets through effective planning, organisation and management.
C4	Depending on the starting point (beginner or intermediate), to be able to use the target language(s) as a medium for understanding, expression and communication in everyday situations, employing basic (beginners) or good (intermediate) receptive (reading and listening) and productive (speaking and writing) skills.
C5	Select and make use of a range of sources, such as books and quality press articles.
	<b>Level 2</b>
C6	Communicate effectively to business-type audiences.
C7	Show evidence of self- and peer-assessment capability.
C8	Produce and present seminar papers and written reports which are appropriately laid out and referenced.
C9	Through semester 3 language study and the Study Period Abroad (SPA), to be able to use the target language(s) with some degree of fluency and spontaneity as a medium for understanding, expression and communication in social and business situations, employing good receptive (reading and listening) and productive (speaking and writing) skills.
C10	Draw on books and other informed literature from the field of study in order to support findings and arguments.
	<b>Level 3</b>
C11	Present papers and manage events projects (including a final semester project/dissertation) based on current research drawn from a range of sources.
C12	Apply one's own criteria for self- and peer-assessment and to consider not only the product outcome, but also the learning process.
C13	Manage group dynamics in conflict situations in a result-oriented manner.
C14	Be able to use the target language(s) competently and effectively as a medium for understanding, expression and communication in professional and social situations, demonstrating confidence in the use of receptive (reading and listening) and productive (speaking and writing) skills.
C15	Demonstrate research skills and discrimination in the selection of sources, particularly with regard to academic journals and databases.

<b>D</b>	<b>Personal and Interpersonal Skills</b>
	<b>Level 1</b>
D1	Display a knowledge and understanding of project planning techniques for events management.
D2	Have a sound basic knowledge of health and safety, ethical and socially responsible requirements of international events management.
D3	Exhibit a sound basic knowledge of international events management operations and logistics.
D4	Present a sound understanding of international events supporting subjects.
	<b>Level 2</b>
D5	Understand the place of hospitality services in supporting international events management.
D6	Research and assess event locations for risk and suitability.
D7	Identify the needs and requirements of events consumers.
D8	Investigate and analyse the place of hospitality services in supporting international events management.
	<b>Level 3</b>
D9	Critically evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources in the area of international events management.
D10	Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice.
D11	Execute and disseminate a sustained piece of independent work which provides evidence of critical engagement.
D12	Display the ability to critically evaluate hospitality services in supporting international events.

<b>E</b>	<b>Personal and Interpersonal Skills</b>
	<b>Level 1</b>
E1	Decide upon personal development goals and benchmarks in a self-reflective manner.
E2	Demonstrate an awareness of oneself and a sensitivity towards others by taking ethical and cultural differences into consideration.
E3	Take responsibility for learning outcomes, not only with reference to oneself, but also concerning the group as a whole.
E4	Give and receive feedback in a constructive, positive and sensitive manner.
	<b>Level 2</b>
E5	Present a self-reflective analysis of personal training requirements appropriate to further development.
E6	Develop an ability to lead a team in project management so as to achieve set tasks.
E7	Enhance organisational skills and self-efficacy through SPA experience and work placements (if appropriate the Placement Learning Project).
E8	Give and receive feedback supported by further evidence, positively and courteously.
	<b>Level 3</b>
E9	Show evidence of learner autonomy, continuing professional development and commitment to lifelong learning in a self-reflective manner.
E10	Present evidence of personal growth processes in teamwork and leadership roles.
E11	Demonstrate a sophisticated awareness of ethical, political, organisational and psychological issues.
E12	Demonstrate sensitivity towards people with a different cultural background.

The BA programme design and expected learning outcomes are informed by a number of important documents, the key ones being the QAA level descriptors for undergraduate levels of study, the QAA subject benchmarks for Business and Management, Economics, Hospitality, the Dearing Report (Higher Education in the Learning Society, 1997), and the Council of Europe's Common European Framework for languages.

### 2.7 Academic Assessment

Assessment for the programmes as a whole is based on a combination of assessment instruments referred to as 'module-work'. It has been developed to ensure that all students, including those with learning difficulties, are given every opportunity to maximise their performance.

- a) Tutors are free to use whatever assessment methods are appropriate for their module.
- b) Assessment will cover the module learning outcomes.
- c) The pass mark, expressed as the Total Module Mark (TMM), is 40% which is achieved by totalling up the mark of all assessed pieces of coursework in the module and averaging them out, taking into account weightings. In each assessed component of the module, a student must achieve a minimum of 30%.
- d) Marks going towards degree classification are as follows:
  - Level 1 0%
  - Level 2 20%
  - Level 3 80%
- e) Students must normally complete all core modules, including the language, before proceeding to SPA.
- f) Tutors will use a Module Outline Booklet (MOB) to set out the requirements for each module and Module Assessment Criteria (MAC) for assessing each individual piece of module-work.

### 2.8 Structure of the Programme

The programme is full-time and takes place over 3½ years, divided into 7 semesters. Level 1 (semesters 1 & 2) is completed entirely at Regent's College; Level 2 is completed partially (semester 3) at Regent's College and partially at international partner universities and business schools (semesters 4 & 5); Level 3 (semesters 6 & 7) is completed entirely at Regent's College.

Students will be awarded a BA (Hons) in International Events Management after successfully completing the entire programme with 360 credits, of which 120 must be at Level 3, 120 at Level 2 of which 60 credits are obtained on SPA. Should a student need to leave the programme, due to personal or other reasons, then a Certificate in Higher Education or Diploma in Higher Education may be awarded at the discretion of the Final Assessment Board.

In order to qualify for the Certificate in Higher Education, the student must have achieved all 120 credits at Level 1 and passed all core modules. In order to qualify for the Diploma in Higher Education, the student must have achieved all 240 credits at Levels 1 and 2, passed all core modules, and satisfactorily completed the SPA assessments.

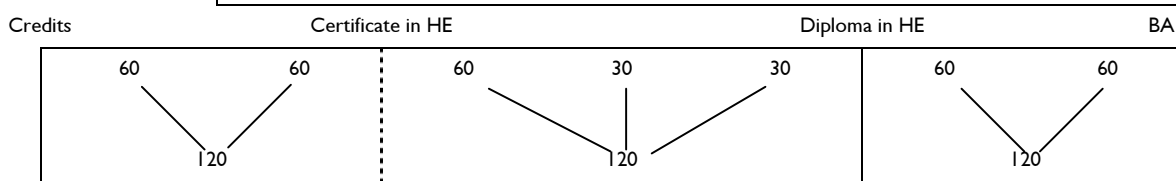
## 2.8.1 Outline Contents

### Main Subjects, levels and qualifications

LEVEL 1 - Semesters 1 + 2	LEVEL 2 - Semester 3	LEVEL 2 - Semesters 4 + 5	LEVEL 3 - Semesters 6 + 7
<b>Core Events Modules</b>	<b>Core Events Modules</b>	<b>Core Events Modules</b>	<b>Core Modules</b>
Introduction to Events Planning Industry	Events Operations Management	SPA	International Events Operations Management
Events Operations Project Planning		None	International Events Planning Part 1 Project/Dissertation
Project Planning IT skills			International Events Planning Part 2 Project/Dissertation
			Contemporary Issues in Events Management
<b>Core Business Modules</b>	<b>Core Business Modules</b>	<b>Core Business Modules</b>	
Economics of Tourism and Events	Managing Human Resources	SPA	
Introduction to Comparative Law	Events Marketing	PLP Placement Learning Project	
Financial & Management Accounting			
Introduction to Organisational Behaviour			
<b>Elective: events support modules</b>	<b>Elective: events support modules</b>	<b>Elective: events support modules</b>	<b>Elective: events support modules</b>
			Design
			Luxury Brand Management & International Events
			Public Relations
Introduction to Global Political Economy	Culture and Tourism	Students complete equivalent 2 <sup>nd</sup> or 3 <sup>rd</sup> year elective modules while abroad during 2 semesters.	Enterprise Planning
Media Technology for Events Managements	Food and Society	Total required: 4 modules carried to the BAIEM out of 8 modules taken	Services Marketing
Introduction to writing for the Media.	Visual Arts and Society	over the 2 semesters on SPA.	Modern Gastronomy
<b>Languages</b>	<b>Languages</b>	<b>Languages</b>	<b>Languages</b>
<b>One languages from:</b>	<b>One language from:</b>	<b>Several modes:</b> (FL = Foreign language)	<b>One or two languages from:</b>
Chinese Italian	Chinese Russian	FLI (e.g. Spanish & Chinese)	Chinese Italian
French Japanese	French Italian	FLI + 'English-speaking semester'	French Japanese
German Russian	German Japanese	FLI + 'native-speaking semester'	German Russian
Spanish Portuguese	Spanish Portuguese	FLI for 2 semesters.	Spanish Portuguese
			Cross Cultural Studies
	English (for IE Students only)		English (for IE Students only)
		FLI + Placement Learning Project semester	English (for IE Students only)
<b>Work Experience: 8-10 Weeks</b>	<b>Work Experience: 8-10 Weeks</b>	<b>Work Experience: 8-10 Weeks</b>	<b>Work Experience: 8-10 Weeks</b>
<b>Exit Qualification: Cert. in Higher Education (120 credits)</b>	<b>Exit Qualification: Not applicable at this stage</b>	<b>Exit Qualification: Diploma in Higher Education (240 credits)</b>	<b>Exit Qualification: BA (Hons) International Business (360 credits)</b>

2.8.2 Programme Structure

LEVEL 1		LEVEL 2			LEVEL 3	
SEM 1	SEM 2	SEM 3	SEM 4 SPA	SEM 5 SPA	SEM 6	SEM 7
Introduction to the Events Planning Industry [12]	Events Operations Project Planning [12]	Events Operations Management [12]	Elective [15]	Elective Or PLP [15]	International Events Operations Management [15]	Contemporary Issues in Events Management Industry [15]
Project Planning-IT Skills [12]	Economics of Tourism & Events [12]	Events Marketing [12]	Elective [15]	Elective [15]	Events Planning Project/ Dissertation Part 1 [15]	Events Planning Project/ Dissertation Part 2 [15]
Financial & Management Accounting [12]	Introduction to Comparative Law [12]	Managing HR [12]	Elective [15]	Elective [15]	Language / Cross Cultural Studies (one semester only CCS) Core subjects [15]	
LANGUAGE FOUNDATION 2 WEEKS	Introduction to International Organisation Behaviour [12]	Elective [12]	Elective [12]	Elective [15]	Elective [15]	Elective [15]
	Language [12]	Language [12]	Language [12]		Elective [15]	
					Elective [15]	
WORK EXPERIENCE 36 WEEKS						



### 2.9. Teaching and Learning

#### 2.9.1 Outcomes Based Learning

Regent's College has adopted a system of outcomes based learning in order to make explicit the skills, knowledge and understanding developed in graduates of the BA (Hons) in International Events Management. The programme develops a range of learning outcomes such as transferable skills which include self-management, communication, team-working, problem-solving, use of I.T., and learner development.

#### 2.9.2 Development of the Autonomous Learner

##### Key Features

1. The development of the learner from guided learning (Level 1) to self-directed learning (Level 3)
2. Clear benchmarking through the programme to aid teaching and learning
3. Programme and learning outcomes mapped to Level 1, 2 and 3 descriptors to ensure teaching and learning quality.
4. Monitoring Programme Outcomes.

#### 2.9.3 Learning Methods

A range of methods is used on the programme including: lectures, seminars, role plays, case studies, external speakers, e-learning, seen and unseen examinations, presentations, portfolio building, group work, negotiated learning, simulations, self-and-peer assessment.

#### 2.9.4 Learning Resources and Student Support

The programme is supported by a range of learning resources and student services that are designed to assist the learner throughout the three and a half years of undergraduate study. EBS London's approach to resources and support for learners is regularly informed by the professional development of members of staff and by the context of a truly international student cohort. With learners coming from over 85 different national educational systems, the course team is conscious of the need to provide a range of services in support of learning.

### 2.10 Programme Directorship and Management

The Programme Director, in consultation with the Dean of Faculty and the Associate Dean, is responsible for overseeing the academic delivery of the undergraduate course and ensuring that the Teaching, Learning and Assessment strategies are met. In this task the Programme Director is also supported by the Faculties of Business and Management, Languages academics, and by the administrative team.

#### 2.11 Attendance

Attendance is expected, and for certain modules required as part of assessed class participation, at all classes at EBS London, as across all programmes at Regent's College.

Students should make all reasonable efforts to attend all classes, and should explain any unavoidable absence to the lecturer concerned, preferably beforehand.

Students' attendance will be monitored on the principle that **each student is required to attend 80% of his/her business seminars/workshops and language classes.**

Any lack of attendance will be monitored by the respective module tutors/module leaders and by the Faculty Registry.

It is the College's requirements that students attend a minimum of 80% of timetabled contact hours in the semester. EBS London and/or Regent's College may be asked by official bodies to confirm not only students' registration but also their attendance. It should be noted that EBS London is required to give proof of attendance, on request, to the UK immigration authorities for any student in the UK on a study visa.

### **2.12 Admission Requirements**

Applications are invited from students who can demonstrate that they have the following qualifications:

- Passes in a combined total of seven GCSE and GCE A Level subjects with at least two at GCE A Level including GCSE Maths and English or its international equivalents \*
- A level of personal maturity consistent with the demands of a competitive programme
- The motivation and potential to succeed in an International Events Management career

Applications are assessed by the Programme Director, the Senior International Officer and the Admissions Officer.

\* A complete list of the international qualifications that we recognise for admission can be found on our website at [www.ebslondon.ac.uk](http://www.ebslondon.ac.uk).

### **2.13 External Referants**

External Examiner Team  
OUVS Validation Panel  
External Members of the Academic Board  
Global Academic Partners  
EBS London Advisory Committee  
Q.A.A. Benchmarks  
Higher Education Qualifications Framework for England and Wales.

### 3. Learning Structure

#### 3.1 Academic Year

The academic year has two semesters, Autumn and Spring. The Autumn semester begins in early September and consists of 12 weeks of classes. Following the semester there is a period of approximately two weeks during which end of semester assessments take place.

The Spring semester begins in mid-February and consists of 12 weeks of classes. Following the semester there is a period of approximately two weeks during which end of semester assessments take place.

The dates for the Study Period Abroad semesters may vary from the EBS London pattern due to the different calendars of the overseas institutions; information on these is available from the International Programmes Office.

#### 3.2 Level

Your 'Level' is determined by the successful completion of the core modules.

##### LEVEL COHORT

1	First Semester at Level 1 Second Semester at Level 1
2	First Semester at Level 2 (EBS London) Second Semester at Level 2 (Study Period Abroad – 1) Third Semester at Level 2 (Study Period Abroad – 2)
3	First Semester at Level 3 Second Semester at Level 3

#### 3.3 Modules

The degree programmes contain 'Core' and 'Elective' modules which are each worth 12 or 15 credits depending on the level of the module. In order to graduate, you are required to achieve a total of 360 credits comprised of core and elective modules.

**Core Modules** are those you must pass without exception for the award of the degree and for progression from one level to the next. You are automatically allocated to appropriate core modules each semester.

**Elective Modules** are those which you select, thus giving you the opportunity to broaden your portfolio of subjects or to channel your interests into a particular field. The number of electives taken each semester at EBS London will vary in accordance with your level and the number of languages you are studying, as shown in the tables on pages 16 and 17.

**Modules per Level** You will take the required number of modules per level and will not normally be permitted to take additional modules. For example, 8 modules (both core and elective) are taken for Level 3 and, as only 8 are required for passing and degree classification, you will be restricted to that number.

### 3.4 Class Schedules

Teaching periods are as follows:

<b>Period No.</b>	<b>Start</b>	<b>Finish</b>
1	9.00	10.00
2	10.00	11.00
3	11.00	12.00
4	12.00	13.00
5	13.00	14.00
6	14.00	15.00
7	15.00	16.00
8	16.00	17.00
9	17.00	18.00
10	18.00	19.00

### 3.5 Learning Hours

Each business or language module is usually taught on the basis of a designated number of contact hours and self-directed hours.

All classes take place from Monday to Friday during the periods shown in the table above. Contact hours are determined by the teaching, learning and assessment strategy for the programme and will normally be 4 hours per week per Events module, with a range for language modules. There are no weekend classes except for specially arranged workshops or programmes.

While EBS London will make every effort to ensure that modules are delivered in accordance with the published schedule, you should note that there may be circumstances in which particular teaching periods, or modules, may have to be cancelled or postponed. The Faculty Registry will inform you of any cancellations.

### 3.6 Class Loads

You will take the number of modules per semester relevant to your Level, as shown in the table on page 16. On top of this, you may be allowed to retake one module (see section on Progression on page 51).

### 3.7 Availability of Modules

Every effort will be made by Regent's College to ensure that students can take the modules they want. However, student enrolments and academic staff availability may affect module availability. Furthermore, some modules listed in this Handbook are offered once a year, or only upon sufficient demand as determined by the Heads of Department and the Programme Director. The minimum enrolment for a module to run is 15 students for business modules and five for language modules. Regent's College cannot guarantee that all modules wanted by any one student will be offered during the Autumn or Spring Semester.

### 4. Events Operations and Business Modules

Each student must take a combination of Events and business modules and language modules.

Module Tutors provide you with details of the module content and assessment structure at the start for each module. A summary of available modules is set out in Appendix 3.

**The following module outlines provide students with a general idea of the aims of the modules. Detailed module descriptions and details of the learning outcomes are available on the following web-site:**

**[http://www.ebslondon.ac.uk/courses/undergraduate/ba\\_hons\\_events\\_management.aspx](http://www.ebslondon.ac.uk/courses/undergraduate/ba_hons_events_management.aspx)**

#### LEVEL I

##### CORE MODULES

(ECTS credits: European Credit Transfer System)

<b>EVM101</b>	<b>INTRODUCTION TO THE EVENTS PLANNING INDUSTRY</b>
<b>EBS Credits</b>	<b>12</b>
<b>ECTS Credits</b>	<b>6</b>

The module is an introduction to the principles and practices of the events planning industry. The module introduces and lays the foundations for the concepts of events planning and management in the context of the broader international business world. The module gives an overview of staging, logistics, marketing, human resource management, control and budgeting, risk management, supporting hospitality operations, evaluation and reporting. Underpinning these core areas there is project management and the impact of events

<b>INF102</b>	<b>PROJECT PLANNING IT SKILLS</b>
<b>EBS Credits</b>	<b>12</b>
<b>ECTS Credits</b>	<b>6</b>

Project Management is an essential skill in today's complex business environment and particularly so in a course on Events Management. Many major projects fail to deliver on time and to budget, leading to delays and losses that could have been avoided by proper planning. This module develops an understanding of the underpinning principles of good project management, and uses Information Technology tools such as Microsoft Project and Excel to manage tasks and resources by setting up charts to track activities. These can then be monitored and corrected in time, thus avoiding the conflicts that can lead to costly disruptions and delays.

<b>EVM102</b>	<b>EVENTS OPERATIONS PROJECT PLANNING</b>
<b>EBS Credits</b>	<b>12</b>
<b>ECTS Credits</b>	<b>6</b>

The ability to plan a project correctly and precisely is a major requirement for any event, whether domestic or international. This module explores the elements involved in the successful planning of any event by its reference to a mixture of theory and practice. The theoretical elements will be based upon recognised best practice in both operations management and the particular event being explored. The practical element will involve the planning of a simple international project. On successful completion of this module, the student will be able to demonstrate a broad understanding of the subject, including the role of design in the organisation of the above project.

**LAW102 INTRODUCTION TO COMPARATIVE LAW****EBS Credits 12****ECTS Credits 6**

An international event is likely to cut across several international borders. For example, the organisers of a stage show hosted in Prague with tickets sold over virtually the whole of Europe, utilising specialist sub-contractors from a variety of non-EU states, some supplying goods, others supplying only services, and yet others a combination, with payments to be made in dollars drawn on banks in Switzerland, might find each element subject to a different legal jurisdiction. No matter what contractual terms are agreed, it is open to the *curia fori* to find that these are overridden by domestic law.

**ECO102 ECONOMICS OF TOURISM & EVENTS****EBS Credits 12****ECTS Credits 6**

This module prepares students to think systematically about micro and macro-economic concepts, enabling them to evaluate the economic environment within which business and government decisions are made. It complements other business subjects, such as strategic analysis, in providing students with the tools to fully analyse the shocks that may alter the economic environment and thereby affect business decisions in the context of international events.

**ACCI03 FINANCIAL & MANAGEMENT ACCOUNTING****EBS Credits 12****ECTS Credits 6**

Increasingly, managers need to be able to understand and use Management Accounting techniques, and the aim of this module is to provide an introduction to the theory and practice of management accounting and emphasize its role in making business decisions. It covers the interpretation, use, and analysis of accounting information both for external (financial) and internal (managerial) purposes. The key financial statements that are used by managers and shareholders to make informed decisions will be explored in detail. Management Accounting brings accountancy and quantitative skills and techniques to bear on problems of business planning, decision-making and operational control.

**BUS106 INTRODUCTION TO INTERNATIONAL ORGANISATIONAL BEHAVIOUR****EBS Credits 12****ECTS Credits 6**

International Organisational Behaviour incorporates Organisational Behaviour & Management concepts which are used widely in both academia and the international workplace. These arenas have focused on the application of methodologies created by academics and professional practitioners to better understand international organisational culture. For example, the roles of group dynamics, and on-going professional development from graduate trainee programmes forwards into management in all sectors. The crucial importance of these professional skills is evidenced by potential employers, recruiters and executive search, professional managers and their teams including new graduates on a daily basis.

### LEVEL I

#### ELECTIVES

#### **ECO151 INTRODUCTION TO GLOBAL POLITICAL ECONOMY**

**EBS Credits** 12

**ECTS Credits** 6

The module provides a basic overview of theories, structures and processes associated with global political economy that is suitable and relevant for students pursuing degree pathways focused upon business and management at level I. Practical examples drawn from current events are used to demonstrate key points. Upon successful completion, student will be able to demonstrate a basic knowledge of the structures, processes and relationships shaping the present world order and display an understanding of the principal features of GPE, including viewpoints, theories and phenomena such as globalisation that can be used to analyse them. They will also be able to use the toolkit acquired to analyse developments taking place around the globe in the management of business and service organisations. Students will also learn how to work effectively within a group and to formulate team strategies for the successful completion of set tasks within a given timeframe.

#### **MGT152 MEDIA TECHNOLOGY FOR EVENTS MANAGEMENT**

**EBS Credits** 12

**ECTS Credits** 6

Events Management is built around the use and exploitation of media technology, such as video conferencing, voice and video over IP, as well as lighting, audio and projection systems. Some of our students will be going into areas of the corporate world such as events management, advertising, consultancy, and public relations where use of such media is commonplace.

#### **MGT153 INTRODUCTION TO WRITING FOR THE MEDIA**

**EBS Credits** 12

**ECTS Credits** 6

The service sector of which International Events Management is a part, like all commercial outlets must understand how the media industry works. Therefore, practitioners must learn how to create a profile that is newsworthy, by generating stories that appeal to the press. In addition, they must learn how to prepare and present those stories to a press that is increasingly busy and hungry for substance rather than spin. This requires expertise in working across all media - print, web and broadcast.

**LEVEL 2****CORE MODULES****MKT202                      EVENTS MARKETING****EBS Credits                12****ECTS Credits              6**

With the proliferation of international events the role of marketing is critical in ensuring its success. More than ever, events managers need to understand how to identify their target market, develop an appropriate product, select the most effective pricing strategy, promote the event to a relevant audience and so on. Marketing the event should be the concern of all of those involved in its preparation and not simply an after thought viewed as the sole preserve of the marketing department. This module will introduce students to the core principles of marketing and show how an understanding of these principles will help ensure that their event is a success.

**EVM201                      EVENTS OPERATIONS MANAGEMENT****EBS Credits                12****ECTS Credits              6**

The pre-requisite for this module is that of "Events Operations Project Planning", it builds on the latter by addressing the various processes involved in the management of the event, and the role of critical analysis in its management. Learning is achieved through the application of research, design and planning by the student to his/her own selected project outside of the classroom. Emphasis is placed on the management of processes taking place at destination as well as at origin point/s. Learning will be directed towards the management abilities that are required to plan and successfully enable the precise movement of all elements involved in the events project; from suppliers to the destination of the events, be it domestic or international.

**MGT203                      MANAGING HUMAN RESOURCES****EBS Credits                12****ECTS Credits              6**

This module seeks to enable students to handle the Human Resource challenges faced within a highly flexible and adaptable contingent organisational environment. It not only provides students with an introduction to the principles of Human Resource Management but also to flexible employment practices and the challenges of leading and managing teams of core and subcontracted workers within the field of International Events Management. The module provides a clear linkage between academic study and the application of effective management and communication skills to both the classroom and the workplace. This module offers students the opportunity to practice these core management skills in a safe supportive environment and to reflect upon and to improve upon these performances. Finally, it provides a detailed knowledge of the major theories of HRM and an awareness of the variety of HRM ideas, contexts and frameworks.

### LEVEL 2

#### ELECTIVES

##### **EVM252 FOOD AND SOCIETY**

**EBS Credits 12**

**ECTS Credits 6**

Events managers require life-long learning and understanding of the contribution of food and beverages as an essential part of the events management industry. This module extends the scope of the core studies of the International Events Management programme by examining the wider issues of food and society. Students will explore gastro-historic and gastro-geographic influences on eating and drinking habits and how choices are affected. By developing the desire to explore gastronomy, its culinary heritage, sociological, physiological and ethical boundaries and the future development of this diverse and absorbing subject, this module aims to provide the opportunity to critically analyse and evaluate the social and economic factors which interact and influence consumers' food and beverage choices and cuisine preferences.

##### **MGT251 VISUAL ARTS AND SOCIETY**

**EBS Credits 12**

**ECTS Credits 6**

Visual Arts & Society students are responsible which is organizational, logistical and managerial issues involved in the process of organizing an arts exhibition open to the public at the end of the semester; therefore controlling the budget ('low to no budget scheme'), paired with profit maximization plays a vital role in raising the necessary funds to bring alive ideas and activities drawn from both the world of art and business.

In the process of fund raising, Visual Arts & Society students explore a variety of possible business sources ranging from governmental institutions to multinational enterprises, as well as local businesses in the immediate surroundings (restaurants and retailers) to establish a long-term relationship between the sponsor and the project. Besides generating cash sponsors – the concept of business clustering has emerged and helps in gaining donations such as (printing of promotional material, catering, exhibition venues) it also means debating prices, services, goods and requires a sensitivity towards the 'client' by understanding other people's 'mindset' to maintain long-term partnerships.

##### **EVM251 CULTURE AND TOURISM**

**EBS Credits 12**

**ECTS Credits 6**

Culture understood in the widest sense is a an increasingly important driver of international tourism. Here it is understood to comprehend artefacts and practices ranging from arts across sports and food to constitutional occasions. For the study of event management it is valuable to understand the concepts of national culture, the ways in which the creators of events position these cultural artefacts and practices to provide the rationale for the events and the potential for the growth of such exploitation. The module assumes that in a globalized economy with a high degree of homogenisation of culture, there is expanding potential for the effective marketing of actual or perceived cultural difference. An important element in the module is the development of an understanding of the way in which culture and 'heritage' are produced, the ideological implications of this production and its relation to the tourist and events management sectors. Central is an emphasis on examining current practice in the event management sector in terms of promoting 'culture'-based events to different markets, and proposing further developments in the field.

**LEVEL 3****CORE MODULES****EVM301 INTERNATIONAL EVENTS PLANNING PROJECT/DISSERTATION****EBS Credits 15 allocated over two terms; 2 half-modules at 7.5 each term****ECTS Credits 7.5 allocated over two terms; 2 half-modules at 3.5 each term**

The purpose of the module is to provide students with the opportunity to produce representative, original piece of work that is a culmination of their experience of International Events Management at Regent's College. The dissertation should reflect a high level of synthesis of learning: from module work at all levels of the International Events programme, SPA internships and work experience.

The dissertation project may entail the planning of an event for a client, and therefore in semester one pre-planning will be undertaken activity that requires making arrangements before the program can actually take place. It may be anything from an introductory meeting or study break to a concert, film, conference, or dramatic performance. But no matter how small or easy an event may seem, major planning is required. Alternatively, the study may focus on an aspect of International Events Management

**EVM302 INTERNATIONAL EVENTS OPERATIONS MANAGEMENT****EBS Credits 15****ECTS Credits 7.5**

All organisations need to create a strategic fit between the opportunities available in the external environment/market and the internal resources and competencies available to meet these needs. This involves aspects of environmental awareness and market sensing, internal analysis, project management and implementation amongst others. This core level 3 module will explore these issues in general (so students have an appreciation of what it is to think strategically) and in particular with reference to the issues around international events management (for instance project planning, working with partners, organisational design at the various stages of the project etc.).

**EVM303 CONTEMPORARY ISSUES IN INTERNATIONAL EVENTS MANAGEMENT****EBS Credits 15****ECTS Credits 7.5**

Contemporary issues in international events management and the related hospilities industries are developing and emerging on an on-going daily basis in ever-changing external international environments. This intensive review provides the opportunity for academics to share current research activities and for students to undertake an exciting exploration of current specialised issues within the international sector, whilst at the same time ensuring that they actively evaluate already established theoretical frameworks gained during their undergraduate studies. Current issues worldwide and their impact on management practice will include the emerging China and Asia hospitality markets; the Dubai project; corporate divestments; the Green business culture; e-commerce and the hospitality industry; and other 'macro' and 'micro' niche areas within the industry itself. The module is extremely appropriate for EBS-L undergraduates who will be graduating with a core specialism in International Events Management.

### LEVEL 3

#### ELECTIVES

##### **MGT355 DESIGN IN INTERNATIONAL EVENTS MANAGEMENT**

**EBS Credits 15**

**ECTS Credits 7.5**

This elective module explores in depth the role of design in the international events industry. The focal point of the module is students' participation in a major project that will stretch across the entire term culminating in an organised event. The nature of the event changes from one semester to another, to keep the experience fresh, up-to-date, well resourced, and allowing for best networking opportunities. The lecture content explores the theoretical as well as practical implications of organising such an event from brand development and interior design to operations management and cross-cultural implications. On the successful completion of this module students will be able to demonstrate a strategic and critical approach to design dimension in events organisation and management.

##### **MKT367 PUBLIC RELATIONS**

**EBS Credits 15**

**ECTS Credits 7.5**

The management of reputation and the maintenance of multiple stakeholder relationships have become key requirements for enterprises of all sizes. Skilled public relations planning and execution are highly relevant to the successful delivery of international events, since these require the sustained commitment of widely diverse interest groups, are time-bound in their realization, and offer intrinsic news value to the media. The process of communications management with each of these groups is thus an important knowledge and skill component for the international event planner.

##### **MGT356 LUXURY BRANDS MANAGEMENT AND INTERNATIONAL EVENTS MANAGEMENT**

**EBS Credits 15**

**ECTS Credits 7.5**

This module provides theoretical frameworks that will enable students to understand the specificities of luxury brands as compared to consumer goods. This course provides an overview of the luxury goods sector and examines ways in which strategic thinking, creativity, and business skills and knowledge are integrated in the successful luxury goods firm. In particular, the course will focus on the opportunities presented in the events industry, where being close to innovation and creativity are two major components of development and success in luxury brands. International celebrity and sports events are at the heart of many organisation's commercial activities and this module aims to provide students with a basic understanding of the intricate network of business systems and techniques underpinning the management of luxury goods and services in relation to these occasions.

##### **INB357 ENTERPRISE PLANNING**

**EBS Credits 15**

**ECTS Credits 7.5**

Setting up in business is increasingly recognised as a legitimate career objective (Mason, C, 2000) and is reflected in the substantial presence of Entrepreneurship in HE and student entrepreneurial activities. This pattern is reflected in the structural changes of modern economies where the role and importance of Small and Medium Enterprises (SMEs) has become significant because of the growth of services and significant technological force altering the importance of scale. SMEs have come more centre-stage for government policies as sources of innovation, growth and employment and a driver of change in developing service sectors including Events Management.

**MKT366 SERVICE MARKETING****EBS Credits 15****ECTS Credits 7.5**

The service sector (including Events Management) is the fastest growing and most dominant part of the economies of the UK and many developed countries: (Universities Careers Service, 2006). Service marketing is wide in terms of specific areas of growth from financial services, leisure tourism and hospitality, to not for profit and charity organisations. Marketing services is very different from marketing physical products, the difference arises in the design of the extended marketing mix and its implementation. "Services are going to move in this decade to being front edge of the industry" (Gerstner, LV, 2001). Services are not limited to service industries, but they do represent a huge growing percentage of the world economy: (Zeitmal, Bitner and Gremler, 2006), which adds to the growing phenomena of the internationalisation of services. The module is extremely appropriate for EBS-L undergraduates, most of whom graduate to service industries.

**EVM351 MODERN GASTRONOMY****EBS Credits 15****ECTS Credits 7.5**

Events managers require life-long learning and understanding of the contribution of food and beverages as an essential part of the events management industry. The module provides the opportunity for students to develop their knowledge and understanding of gastronomic principles. The module addresses essential academic and organoleptic skills, together with an appreciation of how such skills can be applied to modern gastronomy and its importance within events management. Having developed an overview of gastronomy the module will lead to an investigation of gastronomic trends. Additionally students will have the opportunity to develop their skills in evaluating the food and drink experience, making reasoned judgments and recommendations about how the experiences could be improved. The content is flexible, enabling students to respond to trends as they develop, and to anticipate where they may lead in the future, and the module provides the opportunity for an individual investigation into determinants of trends in modern gastronomy.

**CCS350 CROSS-CULTURAL PERSPECTIVES IN BUSINESS****EBS Credits 15****ECTS Credits 7.5**

More and more organisations cross national borders. Success in international business means being able to understand, and operate in, the global market place. This requires an understanding of diverse business practices; an ability to reconcile cultural differences and dilemmas and recognise them as social elements of strategy that are important for global success; to identify the opportunities that cultural diversity presents; and an ability to manage complexity and ambiguity in a heterogeneous environment.

On the level of the individual, this requires an ability to think differently, to balance one's emotions when experiencing difference and "otherness", and to reconcile that experience with one's own identity.

### **5. Languages for Events Management**

Students must follow a language in Levels 1, 2 and 3 and receive credits for each language module that has been passed. We accept all students from beginners to high competence. All language modules at Levels 1 and 2 are one semester long, totalling three semesters before the Study Period Abroad (SPA). At Level 3, the language modules are one year long.

#### **5.1 Choosing a Language**

Students entering the BAIEM programme take one language. We accept students of high competence in a language as long as they do not have an A-level equivalent award issued by the country of the target language (e.g. a student cannot take French if they have a French baccalauréat). It is recommended that if students already possess a level in a foreign language that is near-native they should study a different foreign language for the BAIEM degree. It is at the discretion of the Head of Department whether or not to allow a student of near-native competence in a language to study that language at EBS London.

#### **5.2 Language Foundation Course for Beginners**

The Foundation Course in foreign languages takes place during the induction week and must be attended by all beginners. It provides students with a basic grasp of the language, an introduction to the approach towards language learning at EBS, and an induction to the Learning Resources Centre.

#### **5.3 Changing Choice of Language**

Students need to obtain credits for a language module in each semester. They may change their choice of language once by notifying this choice to the Head of Department by no later than the end of week 10 of their first semester. However, they still need to obtain credits for a language module in semester 1. Thus a student who has passed Language A in semester 1 may change to Language B in semester 2, provided they have the required language competence as evidenced through a test and interview. A student who has failed Language A in semester 1 and wishes to change language must re-start Language B from semester 1 and will be delayed by one semester.

#### **5.4 Auditing a language**

A student who is required to retake Core Events modules but has already completed their language study before going on SPA, is also usually required to audit the relevant language module(s). Auditing a module requires students to attend classes and maintain their language level in readiness for their SPA. In order to retain their allocated SPA destination (the place allocated to them at specific international partner institutions) students must demonstrate to their language teacher and the appropriate Head of Department that they have maintained a sufficient and satisfactory level in the language.

#### **5.5 Language courses outside EBS London**

Students should take every opportunity to improve their language skills, especially if they are beginners in a language, and language learning need not be restricted to EBS London. Summer and winter holidays can be used for immersion language courses in a country where the chosen language is spoken. Up to four weeks of such language courses will count towards the 36 weeks of work placement that students are required to complete to get their degree in International Events Management. This can be an excellent way of boosting the language skills between semesters, getting an insight into the country and its society and culture, and maintaining motivation. Many of the courses offer a mixture of language training plus a cultural and recreational programme.

### **5.6 SPA options and language study at Level 3:**

Students are expected to continue with language study in their final year, at Level 3. They need a level that is equivalent to stage 5 of the pre-SPA programme to be admitted to the Level 3 language module.

The following scenarios are available:

a) Students who complete stages 2 to 4, 3 to 5, or 4 to 6 (see the module descriptions below) during their first three semesters prior to going on SPA, spend one semester of study in a country of their chosen foreign language, and have the option of spending their second semester abroad studying or working (PLP, Placement Learning Project) either in a country of their chosen foreign language or in an English-speaking environment. They will be expected to have achieved/maintained a capability in their foreign language that is equivalent to stage 5 and can then continue with language study in their final year at Level 3.

b) Students who start as beginners in their chosen foreign language and have completed stages 1, 2 and 3 prior to going on SPA, must spend both semesters of their year abroad studying/working in a country where their chosen foreign language is spoken. They can choose either two semesters of study or one semester of study and one semester working/on a PLP. For their work placement it is a requirement that they operate in the foreign language during that placement. They will be expected to have achieved a capability in their foreign language that is equivalent to stage 5 and can then continue with language study at Level 3.

It is the responsibility of each student to ensure that they fulfill the requirements with regard to their progress in the foreign language during their period of study/work placement abroad. Students in the case of b) above who decide to spend their second semester on a PLP need to show evidence, before they embark on their work placement, that they will be operating in and regularly using the foreign language during that work placement. Students need to be aware of this requirement when they choose a new language as a beginner when they commence their studies at EBS London, and should start making the necessary plans early on.

### **5.7 Language Credits**

Language modules at Levels 1 and 2 count as 12 credits, language modules at Level 3 count as 15 credits.

### **5.8 Availability of Language Modules**

Not all of the languages will be offered at all levels of ability for commencement in both the Spring and Autumn semesters. This will depend on the number of students wishing to take each language. A language group will only be formed when there are at least five students of comparable levels of ability wishing to take that language across the EBS London undergraduate programmes.

### **5.9 English for International Exchange Students**

English language modules are offered to International Exchange Students at Levels 2 and 3. These modules can be taken for credit.

### 5.10 Language modules before going on Study Period Abroad (Levels 1 & 2)

The modules listed below are offered in each of the following languages, subject to minimum student numbers per group: Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

L 110:                      Stage 1  
EBS Credits:              12  
ECTS Credits:             6

This module will be taken by beginners in their first semester. It will enable the students to interact in a simple way in the target language, and conduct simple exchanges on predictable topics. It will also create in the learners an awareness of sociolinguistic conventions and cultural aspects of the societies in which the target language is spoken.

L 120                        Stage 2  
EBS Credits:              12  
ECTS Credits:             6

This module is for first-semester students who already have some limited knowledge of the language, and for second-semester students who started as beginners. It will enable the learners to use the target language as a medium for understanding, expression and communication in common everyday situations. It will focus on family, education, values and traditions in the countries where the target language is spoken, and start preparing students for the academic life during their study period abroad (SPA).

L 230:                        Stage 3  
EBS Credits:              12  
ECTS Credits:             6

This module is for first-semester students who already have some intermediate-level knowledge of the language, second-semester students who started at stage 2, and third-semester students who started as beginners. It enables students to use more complex forms of the target language in personal, public, occupational and educational domains, both orally and in writing. It focuses on the social, economic, political and business environment: economic sectors and leading companies, political and economic integration processes, globalisation, aspects of marketing and management.

L 240:                    Stage 4  
EBS Credits:            12  
ECTS Credits:          6

This module is for first-semester students who already have an upper-intermediate level knowledge of the language, second-semester students who started at stage 3, and third-semester students who started at stage 2. Students on this module should develop a growing knowledge and understanding of the grammatical structures of the target language, some understanding of its registers, with emphasis on the way it is used in business contexts, and expand their vocabulary. It will focus on recent economic, political, and social developments in the context of business and the wider society in the countries where the target language is spoken.

L 250:                    Stage 5  
EBS Credits:            12  
ECTS Credits:          6

This module is for second-semester students who started their language study at EBS at stage 4, and third-semester students who started at stage 3. It will equip students with a good knowledge of the society and culture of the country or countries where the foreign language is spoken (and particular knowledge of the region/city/university at which the student is planning to spend his or her Study Period Abroad), including knowledge of recent economic, political, and social developments in the context of business and the wider society in those countries. It will enhance the students' ability to use the target language with a good degree of fluency as a medium for understanding, expression and communication in social and routine business situations.

L 260:                    Stage 6  
EBS Credits:            12  
ECTS Credits:          6

This module is for third-semester students who started their language study at EBS at stage 4. It will deepen the learners' knowledge of the society and culture of the country or countries where the foreign language is spoken, with a particular emphasis on business contexts, and enhance students' confidence using the target language at a more sophisticated level.

### **5.11 Language modules after returning from Study Period Abroad (Level 3)**

L 310  
EBS Credits:    15  
ECTS Credits: 7.5

This year-long module will be taken after returning from Study Period Abroad. It will integrate students' experience during their SPA, and otherwise focus on functional areas of business, such as management and marketing, current economic and political affairs in the target language countries, and may also cover social and economic affairs in a historical perspective.

### 6. Study Period Abroad

#### 6.1 Study Period Abroad

As an integral part of your studies, you will spend Semesters 4 and 5 away from EBS London at one or more institutions abroad which have approved links with EBS London. Normally you will only be eligible to go on your Study Period Abroad if you have successfully completed the core modules at Levels 1 and 2 at EBS London.

The Study Period Abroad (SPA) is coordinated by the International Programmes Office (IPO). You should make sure that you read the SPA Handbook, which is available either from the IPO or online at <http://www.ebslondon.ac.uk/StudyAbroad/home.aspx>

You are assessed at these overseas institutions and the results are conveyed to the IPO on completion of your semester. You must normally register for four courses per semester. The workload may vary from institution to institution and it is your responsibility to check the specific requirements with the IPO. All modules must be chosen from the approved list (available from the IPO and the website). Out of the workload, you must pass a minimum of two or three modules (dependent upon the institution). In addition, your transcript must show that you have done your utmost to pass all of your modules. You are also required to take all your exams. Students may be delayed from progressing from one semester to the next if the above conditions have not been met. If you are doing a foreign language semester, all courses must be taught and examined in the foreign language.

The credits you accumulate on the SPA are required for the purposes of graduation but do not count towards final degree classification. (See table on page 17).

You have several options for the SPA depending on the level of your language

Two foreign language semesters at the same institution

Two foreign language semesters at different institutions

One foreign language semester and one "English" semester

One foreign language semester and one "native speaker" semester

One foreign language semester and a "Placement Learning Project"

You should contact the IPO as soon as you start your studies at EBS London in order to initiate the process of selecting your Study Period(s) Abroad (see table on page 35).

You are given the opportunity to indicate your preferred choices of SPA destination by submitting the Study Period Abroad Selection Form to the IPO by Week 10 of your first semester. This form is available online at <http://www.ebslondon.ac.uk/StudyAbroad/home.aspx> and needs to be signed by the language coordinator. See page 36 for a list of language coordinators.

Allocations are confirmed at the beginning of the second semester. The IPO will endeavour to allocate you to the centre of your choice but this is not always possible. The following criteria are considered when the language coordinators are making the allocations:

- Your stated preference
- Command of the Foreign Language(s) where the SPA(s) is (are) to be undertaken
- Overall academic performance and results
- Places available at each Institution Abroad
- Specific requirements as defined by each Institution Abroad e.g. a minimum average grade
- Keeping the balance in the number of incoming/outgoing students per Institution Abroad

**Please note that the decision of the IPO is final in this matter.**

## STUDY ABROAD & INTERNATIONAL EXCHANGE STUDENTS

The IPO will communicate any relevant or important information to you in the first instance via e-mail so it is essential that you give your e-mail address to the IPO at the beginning of the semester.

Remember that it is your responsibility to check your e-mail on a daily basis and to inform the IPO of any change in your contact details. Pre-departure sessions held per language will take place in week 3 and 4 of semester 3. A pre-departure meeting will also take place during Week 12 of Semester 3. Attendance at these sessions is compulsory.

Important information can also be found on the Study Period Abroad notice boards. You will find contact details for the International Programmes Office at [http://www.ebslondon.ac.uk/StudyAbroad/about\\_international\\_programmes/contacting\\_ipo.aspx](http://www.ebslondon.ac.uk/StudyAbroad/about_international_programmes/contacting_ipo.aspx)

### Study Period Abroad Schedule

<b>Semester 1</b>	
<b>WEEK No.</b>	
Induction Wk	<b>Attend the "Introduction to Study Period Abroad" session.</b>
1	<b>Make an appointment with your SPA Advisor. See page 36 for contact details.</b>
2	
3	
4	<b>Read the Study Period Abroad Handbook. Undertake necessary research on institutions abroad.</b>
5	
6	
7	
8	
10	<b>Submit your SPA Selection Form to the IPO, along with 4 passport photos. Downloadable from: <a href="http://www.ebslondon.ac.uk/studyabroadforstudents.html">www.ebslondon.ac.uk/studyabroadforstudents.html</a></b>
11	
12	Make sure the IPO has up-to-date contact information.

<b>Semester 2</b>	
1	<b>Publication of Allocation Lists Please note that the decision of the IPO is final.</b>
2	Make sure your passport is valid and will remain valid for the duration of your SPA.
3	
4	
5	
6	
7	
8	<b>Your SPA information pack is sent to you by email from the IPO.*</b>
9	
10	
11	
12	Make sure the IPO has up-to-date contact information.

<b>Semester 3</b>	
3	<b>Attend the Pre-departure sessions held per language to find out more about the university you are going to and the application process. Attendance is compulsory.</b>
6-8	<b>Submit your SPA Application to the IPO by the deadline.</b> You can download it from the IPO website. See website for specific dates
9	<b>Apply to the appropriate embassy/consulate for your visa if necessary.</b> Make sure you do it early enough.
9	<b>Check with your host institution when semester starts and ends, and the dates of exams.</b>
10	<b>Give your Socrates Erasmus Annex 5 Mobility Contract to the IPO if eligible for a grant.</b> Check the IPO website for eligibility details.
12	<b>Pre-departure meeting for students going abroad. Attendance is compulsory.</b> Make sure the IPO has up-to-date contact information.
<b>*Please refer to the Fact sheet included in your Application Pack for deadlines. Please note that applications will not be accepted unless they are complete with all the required documents.</b>	

### Language Coordinators

• Chinese	Linda Li	• Japanese	Motoko Suzuki
• French	Alexandra Potier	• Portuguese	Amparo Lallana
• German	Josef Muller	• Russian	Olga Helly
• Italian	Luisa Morettin	• Spanish	Amparo Lallana

For contact details please see [http://www.ebslondon.ac.uk/StudyAbroad/about\\_international\\_programmes/contacting\\_ipo/spa\\_language\\_coordinators.aspx](http://www.ebslondon.ac.uk/StudyAbroad/about_international_programmes/contacting_ipo/spa_language_coordinators.aspx)

### REMEMBER!

- Read the SPA Handbook thoroughly. If you have any questions, ask a member of the IPO staff.
- It is your responsibility to inform yourself of your options and to undertake any appropriate research.
- Make sure you are aware of all the important dates and stick to the deadlines.
- Check that your parents or sponsors are happy with your destination choices before handing in the SPA Selection Form.

### 6.2 International Exchange Students

EBS London is pleased to welcome over 100 International Exchange students every semester from over sixty universities around the world. Our aim is to integrate you fully into the programme and the modules you select.

Any issues or concerns that you may have about your studies should be communicated in the first instance to the IPO manager. She and her team in the International Programmes Office will be able to advise you on whom to see about aspects of your semester here.

All International Exchange students are represented on the relevant committees of EBS London by a student chosen each semester. You will be notified of whom your student representative is. Please ensure that you liaise with him or her regarding any general issues or concerns you may have about the programme of studies at EBS London.

This handbook provides you with relevant information on, among other things, the teaching, learning and assessment strategy at EBS London, the quality assurance and enhancement processes and learning support services. In order to ensure that your experience at EBS London is both productive and enjoyable, please take the time to familiarise yourself with the contents of this handbook, together with the Faculty Student Handbook.

### English for International Exchange Students

English language modules are offered to International Exchange Students at Levels 2 and 3. These modules can be taken for credit.

## **7. Work Placement, Careers Guidance and Internship Services & Placement Learning Project**

### **7.1 Introduction**

Work experience is an integral part of the degree programme and you will be required to complete a minimum of 36 weeks by the end of the programme. Work experience is carried out in the periods between semesters and will be certified by the Careers Guidance and Internship Services (CGIS) on the basis of letters of confirmation from the host organisations that you have satisfactorily completed the stated period of work placement. These 36 weeks are experiential and facilitate career and organisational awareness which is important in your development, but they are not assessed, do not receive credit and do not count towards degree classification.

The Placement Learning Project (PLP) is a 4/5-month module that aims to facilitate learning in the workplace while on placement and to encourage students to apply previous learning into a work context. It is an optional replacement for one of the SPA semesters. In terms of credits, the PLP counts as 30 (i.e. the same credits as an SPA).

### **7.2 Work Placement**

Finding a vacation work placement is not an easy task but it is an enjoyable challenge and a valuable learning experience. It can be very difficult and time-consuming to acquire a work placement visa for some countries such as the USA. You are therefore encouraged to visit the CGIS soon after you register. Level 1 and Level 2 students are advised to start looking for a work placement as soon as they start their academic year. There is important information to be aware of before you begin your placements. Please visit the CGIS and they will be pleased to inform you of how this process works and what the rules are.

Prior to any work placement, you will need to check your insurance status since neither EBS London nor the employer provides medical, accident and personal liability insurance cover. The Head of the CGIS is able to provide you with guidance in this area.

You should arrange your placements during your degree course so as to fulfil the 36 weeks required. However, we are aware that some students have previous work experience before starting at EBS London. For that reason, the CGIS will count relevant employment up to a certain amount.

### **7.3 Work Experience before EBS:**

A number of students have undertaken work experience just before they start their degree course at EBS London. Part of this work experience can be counted towards the work placement requirement of the undergraduate programmes. Each student who wishes such work experience to be counted must make an appointment with a member of the CGIS to review the number of weeks to be permitted. In each case, the number of weeks of prior experience must be authorised by the CGIS. This action must be taken during the first year of study at EBS London. Failure to have this authorised within the first year of your studies will invalidate any subsequent claim.

For students who obtain Accreditation for Prior Learning and who are admitted to EBS London at a later entry point than Semester 1 of Level 1, special arrangements will be made in relation to the 36 weeks requirement. Such students must contact the CGIS in their first semester to work out their particular situation.

## WORK PLACEMENT & PLACEMENT LEARNING PROJECT

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In general, the system that is used for prior work experience is set out below.

### **Full-time work** (full time= 35 hours a week)

- Up to 8 weeks = all

Any additional work above the initial 8 weeks will be assessed proportionately according to the following formula:

- From 8-16 weeks = 1/2
- From 16-24 weeks = 1/3
- From 24 weeks and above = 1/4

The maximum number of EBS London work placement weeks that can be accrued from prior work experience is 20.

### **Part-time work**

- Less than full-time work will be counted proportionally, e.g. a student who has worked for 12 weeks at 12 hours per week would be authorised for a total of 4 weeks prior work experience.

There will be certain types of work that may be judged by the CGIS as not being fully experiential and not a replacement for full-time work. In such cases, the CGIS will discuss the type of work with the student and judge each case on its merits but, in general, the CGIS will count a smaller proportion of such work towards the work placement requirement.

### **7.4 Courses counted towards Work Placement**

In some cases, the CGIS will accept and authorise certain courses taken by students as a partial fulfilment of the work placement requirement. Such courses may be taken prior to registration on the degree or, with special permission, during the degree programme, i.e. in the winter or summer vacations.

The types of course that may be counted include:

- Language courses (the language(s) chosen for your degree)
- Other courses relevant to the degree (e.g. computer driving licence, Microsoft Office, business subjects)

These courses will only be counted to a maximum of 4 weeks in total as replacement for work experience.

### **7.5 Work Placement for Student Council Officers**

EBS London has recently decided to allow the following work placement allocations for office-holders of the Student Council:

- 2 weeks per semester for the President
- 1 week per semester for each of the Vice-President & the Secretary

It has been agreed that no student serving in any of these posts can accumulate more than a total of three weeks of work placement in the duration of their undergraduate degree, i.e. if a student serves twice as President, this will count for a total of 3 weeks of work placement not 4 weeks. In consultation with the Student Council, the CGIS and the Programme Director will monitor and record these weeks of 'work placement.'

### 7.6 Special Provisions

In case students do not finish the 36 weeks by the end of the degree programme, they may be permitted under exceptional circumstances, to complete community service for a number of weeks, or a business project related to their major, or other task as agreed between the Programme Director, the CGIS and the student.

Where students have completed double semesters of SPA at certain partner universities, the 36-week requirement may be reduced by up to 6 weeks on submission of the relevant information from the IPO and the student.

### 7.7 Placement Learning Project

In addition to the standard requirement of 36 weeks of work placement, you may elect to replace one of the SPA semesters (semesters 4 and 5) with a period of 4-5 months of assessed work placement (Placement Learning Project). The PLP is the equivalent of two Level 2 SPA electives, counting for 30 credits, and will be assessed on the same basis as an SPA semester, gaining credits but with the grade not being counted towards classification. If you wish to elect to take this route through the degree, you must inform the Programme Director, the CGIS and the IPO by the end of Week 10 of Semester 1.

The PLP is designed to broaden your possibilities in Level 2 of the degree, by enabling you to:

- undergo a major experience of the real-world working environment
- reflect on that experience and its intended learning outcomes
- present your analysis of the work placement in a self-reflective written report of about 5,000 words (4,500 words minimum, 5,500 words maximum).

The PLP can be undertaken anywhere in the world with any kind of organisation following the criteria established by EBS London and the agreed learning outcomes for each individual placement and report. It is your responsibility to find appropriate work placements. The appropriateness of your work placement will be determined by the EBS London module team (including both academic and work placement staff), bearing in mind its suitability for the delivery of the learning outcomes of the work based module. Academic progression within the undergraduate degree requires you to gain a satisfactory pass in the PLP in order to be awarded the Level 2 credits and to proceed to Level 3.

In order to successfully comply with the PLP, students must complete a minimum of 16 full working weeks (any additional weeks completed may be added to the 36-week requirement). The PLP is evaluated by means of a 5,000 word report submitted to EBS London for assessment on completion of the PLP.

The preparation for the PLP will take place through a workshop and a series of tutorial meetings conducted in semesters 2 and 3. The formal workshop briefing will cover areas such as the aims, objectives and intended learning outcomes of the placement and of the written report. It will also focus on issues related to health and safety, personal insurance, legal and ethical considerations, and aspects of cultural orientation and work expectations. The tutorial meetings will be set up on an individual basis between you and a member of the module team; both you and the team member will also be in direct contact with a named individual within the organisation where you will carry out the placement.

The final report for the PLP module will be written in English and assessed by members of the module team at EBS London. It may also be submitted to an External Examiner.

### **8. Professional Development Planning**

Professional Development Planning is a structured and supported process, which helps you think about learning and achievement, and is a means by which you can monitor, build and reflect upon your personal development.

There are designated core modules at each level of the programme, which has PDP as part of its delivery and assessment. These are:

- Level 1 – Project Planning IT Skills
- Level 1 – Financial and Management Accounting
- Level 2 – Managing Human Resources
- Level 3 – International Events Operations Management
- Level 3 – Contemporary Issues in Events Management Industry

The aim is for you to compile a Professional Development Portfolio during your programme. The Portfolio is your property, and it is up to you what to put in it. Some suggestions about what to include would be an up to date CV; transcript of results; certificates of achievement, eg. Dean's List; evidence of extra-curricular activities, eg. member of the Student Council; evidence of skills attained during work experience; and selected assessment work from the designated PDP modules. You should develop the Portfolio bearing in mind for what purposes you will want to use it – to show a prospective employer, or for an interview when applying for postgraduate study, etc. You will choose which components of your Portfolio are most appropriate to use for the particular occasion.

9. Academic Calendar

Week Commencing	Week	AUTUMN SEMESTER 2008
01/09/2008	0	<b>Induction and Registration Autumn 2008</b> <b>New Students: 01/09/08</b> <b>Returning Students: 04/09/08</b>
08/09/2008	1	Classes commence 08/09/08
15/09/2008	2	Returning SPA students welcome back event
22/09/2008	3	SPA Pre-departure Sessions
29/09/2008	4	SPA Pre-departure Sessions
06/10/2008	5	Elective choice portal open to students 06/10/2008
13/10/2008	6	Course Committee 15/10/08
20/10/2008	7	
27/10/2008	8	Distribution of Student Feedback Questionnaires Draft Exam Timetable Published 31/10/08
3/11/2008	9	
10/11/2008	10	Final Exam Timetable published 14/11/08 Graduation Ceremony 15/11/08
17/11/2008	11	
24/11/2008	12	SPA Pre Departure Meeting 26/11/08 Elective choice deadline 28/11/08
		Examinations
		Examinations
		Winter Break
		Winter Break
		Work Placement (1)
		Work Placement (2)
		Work Placement (3)
		Work Placement (4)
		Work Placement (5)
		Results published 26/01/09
		<b>SPRING SEMESTER 2009</b>
02/02/2009	0	<b>Induction and Registration Spring 2009</b> <b>New Students: 02/02/09</b> <b>Returning Students: 05/02/09</b>
09/02/2009	1	Classes commence 09/02/09
16/02/2009	2	Returning SPA students welcome back event
23/02/2009	3	SPA Pre-departure Sessions
2/03/2009	4	SPA Pre-departure Sessions
09/03/2009	5	Elective choice portal open to students 09/03/09
16/03/2009	6	Course Committee 02/04/09
23/03/2009	7	Draft Exam Timetable published 11/04/09
30/03/2009	8	Distribution of Student Feedback Questionnaires
06/04/2009		Spring Break
13/04/2009		Spring Break
20/04/2009	9	Parents Day 25/04/09
27/04/2009	10	
04/05/2009	11	Final Exam Timetable published 08/05/09
11/05/2009	12	SPA Pre Departure Meeting 13/05/09 Elective choice deadline 15/05/09
		Examinations
		Examinations
		Examinations
		Work Placement (1)
		Work Placement (2)
		Work Placement (3)
		Work Placement (4)
		Work Placement (5)
		Work Placement (6) Results published 13/07/09
		Work Placement (7)
		Work Placement (8)
		Work Placement (9)
		Work Placement (10)

### **10. Registration and Enrolment**

#### **10.1 Enrolment**

Students enrol online via the Student record system STAR prior to Registration Day. This allows students to check personal details, and confirm payment of fees in advance using the STAR system's web-based functionality.

#### **Official Registration Day**

EBS London at Regent's College has an official Registration Day at the start of each semester. Registration Day is normally the Thursday prior to the Monday that classes are scheduled to commence. This allows students two days to settle in, collect results, collect timetables (and have them amended if necessary), and ensure that they are prepared to start classes promptly on the following Monday. All students are required to register on the official Registration Day in order to avoid disruption to classes.

#### **Registration at Level 3**

In order to register at Level 3, students must also have passed their Study Period(s) Abroad (SPA). If the results from the Study Centre Abroad are not available before registration, students will be allowed to attend classes at Level 3 until their results are received. If it transpires that they have failed their SPA, they will be required to withdraw from Level 3 and retake the failed SPA.

#### **Late Registration**

Students should not make any arrangements such as work placements, holidays, etc. which will cause them to be late for the official Registration Day.

Any requests for an exemption from the late registration fee due to extenuating circumstances must be addressed in writing to the PA to Dean's Office/Senior Administrator, Maria Bell.

Students may not register after Week 2 of any semester (apart from Level 3 students awaiting results from the SPA).

## **11. Admissions - Entry Requirements**

### **11.1 Entry Requirements for Level 1**

The minimum entry requirement for students joining Level 1 of the undergraduate programme is 2 'A' levels or equivalent and a minimum of 6.5 IELTS or 565 TOEFL for applicants where English is not their first language. A complete list of the international qualifications we recognise for admission can be found on our website at [www.ebslondon.ac.uk](http://www.ebslondon.ac.uk)

### **11.2 Entry Requirements for Applicants with Accredited Prior Learning (APL)**

Students who have completed part of their degree at a different institution in a relevant discipline are welcome to apply to join the programme at either the second semester of Level 1 or the first semester of Level 2. It is important to note that a crucial factor in APL admissions is the required standard in the student's core language(s). The minimum entry requirement for students joining the undergraduate programme with APL credits is 2 'A' Levels or equivalent and a minimum of 6.5 IELTS or 565 TOEFL for applicants where English is not their first language.

EBS London's acceptance of credit from other institutions of higher education is subject to the following conditions:

1. The transcript is an official transcript from the initiating institution. (An official translation must be provided where relevant).
2. The transferred module must be similar in scope, content and competency to an EBS London module.
3. The transferred credit must have a Pass grade (e.g. a "C" grade), or higher.
4. All transfer students must subsequently complete at least three semesters at EBS London.
5. Credits are awarded at the point of an offer being made to a student. Transcripts presented later will not be considered for credit.
6. Academic credits which meet the above conditions are not an automatic entitlement, but are at the discretion of EBS London.

### **11.3 Failure to provide original transcripts from previous studies**

Students failing to provide the Admissions Officer with original transcripts from their previous studies by the end of Week 5 of their first semester may be required to withdraw from the programme.

### 12. Academic Assessment

#### 12.1 Introduction

The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the EBS London BA (Hons) in International Events Management programme and achieved the standard required for the validated award from the Open University Validation Services (OUVS). The assessment regulations reflect the achievement of the individual student in fulfilling these objectives. They have been formulated in such a way as to assure all internal and external stakeholders that they are fair, consistent, offer every opportunity for student development and endorse Regent's College 'Equal Opportunities Policy', contained in the Quality Assurance and Enhancement Handbook. At the same time, they have been designed to ensure that they appropriately reflect the desired outcomes of the School's assessment strategy and thus positively enhance the progressive development of the student from a supervised to an autonomous learner.

#### 12.2 Rationale and Philosophy: Assessment Design and Regulations

An Outcomes-Based learning model drives our approach to assessment. This model expresses clear programme outcomes presented within a programme specification, institutionally designed from a Quality Assurance Agency (QAA) template. The regulations governing assessment of the BA (Hons) in International Events Management programme conform to the requirements of the OUVS Handbook, as well as being fully informed by the Level 1, 2, and 3 descriptors of the QAA. Furthermore, the regulations are underpinned by EBS London's 'Assessment Strategy' which acknowledges the aim of progressively developing the 'self-directed' learner through the 'Teaching and Learning' strategy appropriate to each stage.

Much consideration has been applied to ensure that the assessment design supports the institutional Teaching, Learning and Assessment Strategy, encouraging the development of the student as he/she progresses through the programme. It is acknowledged that the design must be such as to ensure that:

- the assessment framework is both rigorous and challenging for the student;
- the assessment reflects EBS London's philosophy of education within a programme;
- the assessment encourages opportunities for student self-assessment and is reflective of the diversity of needs and preferred learning styles of different types of student; and
- the assessment is representative of an outcomes-based learning approach.

Our selection of assessment design is based on the above beliefs and we operate an eclectic approach to the valuation of coursework and examinations, enabling the tutors to apply their distinct educational philosophy to the assessment design within their module. They can adopt a range of assessment instruments e.g. case studies, reports, presentations, examinations. In the outcomes-based learning model that we are applying, examinations are acceptable in any module where the tutor is able to demonstrate that the examination is meeting specified module learning outcomes and that one or more programme outcomes are being met.

We believe this approach enables academic staff to maintain their professionalism within the assessment process, giving free choice of assessment instruments. At the same time, we acknowledge that, for reasons of quality assurance and enhancement, EBS London needs to have a visibility and accountability within both the teaching and the assessment process. We need to ascertain not only that modules are assessed appropriately, but that each assessment maps clearly onto recognisable, measurable and explicit programme outcomes.

This is achieved through the programme specification. It gives students a clear picture of the assessment path to 'graduateness', helping them to have a greater awareness of their own academic progression. They

are then in a position to give valued and meaningful feedback to the Programme Director and Associate Dean (Quality and Operations) on our ability to deliver the programme. The assessment regulations acknowledge the importance of the student as a key stakeholder.

At the same time, this approach enables EBS London to ascertain that modules are delivered to stated module specifications and mapped to programme outcomes, thereby assuring programme quality and learner autonomy. In order to fully support the development of the self-directed learner, our assessment strategy encourages tutors, particularly at Level 3, to use a range of assessment tools that fully meet learning outcomes appropriate to that level.

Within the degree programme, it is assumed that the requirements for the frequency and number of assessment points will normally reduce as students progress from one Level to another. The programme will, therefore, have a higher loading of assessment points at Level 1 (semesters 1-2), fewer at Level 2 taken at EBS London (semester 3), and the fewest separate points of assessment in Level 3 (semesters 6-7). The number and frequency of the assessments that students are required to take in the programme are monitored by the Faculty Registry, in liaison with the Programme Director and Associate Dean.

### 12.3 Outcomes-Based Learning Assessment Model

An example of our outcomes-based approach to assessment is given below. Primarily, the approach has had significant influence on our thinking about how we define passing in a module. Thus, in order to pass a module, students require a Total Module Mark of 40%. The Total Module Mark is achieved by averaging the sum total of each component that contributes to the assessment of the learning outcomes of the module taking into considerations weightings as each component is given equal value and because each component relates to different learning outcomes, students are required to reach a minimum of 30% in each component. The key purpose of the assessment approach within a module is, therefore, to meet its defined learning outcomes and demonstrate that one or more programme outcomes have been incorporated into the assessment. At the same time, it gives the students a greater insight into their personal progress on the programme.

#### Formative and Summative Assessment

There are two principal forms and purposes of assessment: formative and summative. Within the BAIEM programme at EBS London, both forms and purposes of assessment are used, where appropriate, in the range of modules. Formative assessment is “linked with students learning processes, helping to guide them in their studies, motivating them, providing feedback on areas of learning requiring further work, and generally promoting the desired learning outcome.”

([www.economics.ltsn.ac.uk/handbook/assessment/13.htm](http://www.economics.ltsn.ac.uk/handbook/assessment/13.htm))

Summative assessment is defined as “a prescribed piece of assessment required to be completed at the conclusion of a module;...summative assessment should, in practice, measure student achievement in all learning outcomes of a module.” ([www.hw.ac.uk/registry/acadev-prog.php](http://www.hw.ac.uk/registry/acadev-prog.php))

#### Possible approaches to module assessment

In the first approach below, the student is being assessed by two pieces of work of equal weighting matched to achieve all module learning outcomes.

- A case study analysis for which the student receives 55%
- A piece of self-and-peer assessment for which the student receives 45%

The Total Module Mark (TMM) = 55 + 45 (102) divided by two = 51%

In this case the student has a 51% TMM and has passed all the assessment components. If the student had

obtained  $45 + 35$ , the TMM would be 40% and the student would still pass. If the student had achieved 30% for the last piece of assessment the student would have failed for achieving below 40% in the overall assessment  $45 + 30$  (75) divided by two = 37.5% which is below the TMM of 40%.

If the student had gained the following  $55 + 27 = 41\%$  then they would have failed overall for gaining less than 30% in the second assessment.

In the second case, the student is being assessed by one substantial case study, subdivided into a set of tasks, where the tutor has ensured that the tasks set cover all learning outcomes. The student will receive, therefore, a single percentage mark which must be 40% or above in order to pass.

To summarise, the assessment method totals up the learning outcomes. At the same time, we maintain a commitment to the required TMM standard of 40% for the student to pass and a minimum attainment (30%) in each set of assessed learning outcomes. This gives the students the opportunity to be fairly assessed, taking into account a transparent set of learning outcomes. This also supports the concept of continuous development within the teaching, learning and assessment strategy. The outcomes-based approach to assessment supports a movement towards the independent learner, encouraging students to take greater responsibility for and ownership of their learning and a greater control over the marks they can achieve.

### **12.4 Module-work Assessment**

Each Module Tutor, within the assessment regulations, shall aim to ensure that Module-work Assessment is clearly set out within the module booklet which is given to the students. If examinations are part of the module-work assessment process in any module, the onus will be on the Module Tutor to specify the learning and programme outcomes that the examination meets. The Module Tutor ought to outline these details within the module booklet, specifying:

- a) the rationale for the piece of work;
- b) the programme outcomes that the assessment meets;
- c) the module learning outcomes to be met, specified in terms of knowledge and skills etc;
- d) how the marks will be distributed between 0% and 100%, matched to learning outcomes; and,
- e) the date, time and venue for the submission of the work.

In line with current educational thinking, one written, unseen examination shall not be the sole means of assessment. However, it will be possible that one assignment can be used to assess the module, providing that all learning outcomes, specified in the module, are met.

#### Responsibilities of academic staff in relation to assessment

The Module Tutor shall endeavour to establish the learning outcomes to be met within any assessed piece of module-work and demonstrate that at least one programme outcome is reflected in any assignment set. In addition the Module Tutor shall maintain accurate records of his/her results and amend them when a decision allowing or rejecting 'extenuating circumstances' occurs.

The Heads of Department shall endeavour to ensure that true, accurate and completed module-work results are referred to the Faculty Registry within the appropriate time limit. The Programme Director, in liaison with the Heads of Department, shall endeavour to ensure that all Module Tutors have sent completed module-work results to the Faculty Registry in preparation for Assessment Boards.

### 12.4.1 The Role of External Examiners

External Examiners, approved by our Senate and subsequently ratified by our validators (the Open University Validation Services), are appointed for all the module areas on our degree programmes, and confirm that our standard of marking is in line with the rest of the Higher Education sector. The practice ensures that justice is done to the individual student and that the standard of the University's validated awards is maintained.

Second marking is intranally undertaken to ensure that all first marking is undertaken appropriately. Thus ensuring that marking is fair, valid, reliable and consistent and that the standards applied are appropriate for the level.

### 12.5 Assessment Procedures

#### **Assessment Regulations**

A clear system of assessment criteria is in place regulating student performance and progression. The Subject Assessment Board, the Internal Profiling Meeting and the Final Assessment Board use the Total Module Mark to determine a student's performance in each module. All methods of assessment are referred to as Module-Work.

#### 12.5.1 Pass

**P** *Pass Module*

A Total Module Mark of 40%, with each component of the module passed at a minimum of 30%.

#### 12.5.2 Incomplete

**I** *Incomplete*

An element of the module-work was missed due to extenuating circumstances. Module-work to be completed by the student by a date set by the Final Assessment Board and no later than the end of the following semester.

End of semester assessments only take place in May and December.

#### 12.5.3 Retake Regulations

**FR** *Retake Module*

A Total Module Mark of 39% or less or where a student has achieved less than 30% in any assessed component of the module.

#### Retaking a module

The student will be required to retake a module in its entirety in the event of achieving a total module mark of 39% or less or not achieving an acceptable standard (minimum of 30% in each component) in the assessment of a proportion of the learning outcomes in the module. The student will retake the module as if being assessed for the first time; no marks from the previous attempt will be carried over.

The term 'retake' means that:

- i) the student is required to re-attend the classes in the module;
- ii) the student will undertake the module-work assessment, as set in the class that he/she re-attends;
- iii) the student must wait until the next assessment board to be re-assessed; and
- iv) the student can present her/himself for retake, on no more than two occasions, in any one module.

The exception to this regulation involves language modules at Level 3 which are year-long rather than

comprised of a single semester of study. If a Retake is required in a language module at Level 3, the Final Assessment Boards may decide that a student retakes this in a single semester, rather than over two semesters. The Final Assessment Boards will make their decision based on the best interests of the student, especially where any additional semester is going to delay graduation unnecessarily.

### 12.5.4 Extenuating Circumstances

Under normal circumstances, the undergraduate programme does not allow for deferrals in module-work. It is the sole responsibility of the student to submit work for assessment by the date(s) required, as specified in each Module Outline Booklet (MOB) distributed.

#### Extenuating Circumstances

There may, however, be some special circumstances when students have been unable to submit module work. These may include:

- a) Bereavement of a parent, sibling, child, grandparent.
- b) Sudden serious illness of a parent, sibling, child, grandparent.
- c) Personal illness: (to be supported by a stamped doctor's letter or certificate; this must be an original, not a copy or a faxed copy).

In the event of a student being genuinely unable to meet the 'time' requirement stipulated in the MOB, she/he must inform the Module Tutor with:

- (i) a written request for an extension, specifying the extenuating circumstances or
- (ii) in the event of illness, an appropriate doctor's certificate.

Doctor's letters or certificates will only be accepted if they confirm that the doctor has examined and diagnosed a medical indisposition for the day(s) concerned. A doctor's certificate which merely states that the patient has informed the doctor of a prior indisposition will not be acceptable. The Module Tutor and Programme Director will require evidence from the Faculty Registry that a doctor's certificate has been issued. For this reason, original documents must be handed in to the Faculty Registry, with copies being given by the student to Module Tutors.

The Module Tutor shall decide whether there are 'extenuating circumstances' on the evidence submitted. If a student does not produce:

- a) a written request prior to the deadline, or
- b) a doctor's certificate within one week of the end of the illness, or one week of the date of the assessment, whichever is the sooner, she/he will be deemed by the tutor to have failed the particular piece of modulework and will be awarded a mark of zero.

#### Other justifiable and/or substantial difficulties related to module work

An example of such an event might be where the course team is not fully aware of the assignment timetable, requiring that the students produce an unrealistically large proportion of assignments in a short period of time, or where the Regent's College computer system malfunctions. In a case of this nature, the onus is on the student(s) to demonstrate that such an issue has occurred. Where the issue relates to two or more modules, the Programme Director will be consulted and, where necessary, adjudicate. The decision of the Programme Director will be final.

In cases of extenuating circumstances or other difficulties related to module-work, the Module Tutor will be called upon to use his/her discretion. He/she may choose to reject the student request for a deferral. However, if he/she believes that there may be a sound reason for allowing a deferral, the following regu-

lations shall apply:

1. The maximum period for extension of module-work (with the specific permission of the Module Tutor) without penalty, will normally be five working days.
2. If after being granted an extension, the student fails to comply with the terms set by the Module Tutor, the student will be deemed to have failed the piece of coursework and be awarded a zero mark. The Module Tutor will apply the penalty.
3. If the matter is not resolved to the satisfaction of both Module Tutor and student, the appeal will be to the Programme Director, whose decision will be final.

#### Producing a written request for an extension

When a student applies for a written extension, he/she must detail in the request the specific circumstances which he/she wishes the Module Tutor to take into account. Normally, requests for extensions can only be accepted in advance of a deadline. He/she must demonstrate how the specified circumstance has affected his/her ability to complete the work within the appropriate timescale. The Module Tutor, in a written submission to the student, will normally reject the following claims:

- That the student considers the time given to complete his/her work was too short;
- That the student was unaware of the regulations appertaining to the production of coursework;
- That the student mistook the hand-in date, believing it to be a later date.

The student must provide two copies of the written request for an extension, one to the Module Tutor and one copy to the Faculty Registry for filing.

#### **12.5.6 Compensation (Level 3 and International Exchange Students only)**

Compensation in a module only applies to EBS London students in their final semester at Level 3 of the programmes. The purpose of the compensation regulation is to offer an opportunity for the Final Assessment Board to award a compensatory pass to a Level 3 student who has narrowly failed in one module in his/her final semester. The consideration of the Board will be that the overall profile of the student merits compensation and the student's graduation would otherwise be delayed.

Similarly, if an International Exchange student's progression or graduation at his/her home institution would be delayed, the Board may exceptionally consider compensation.

A student can only be considered for compensation in one module when the Total Module Mark (TMM) is either 38% or 39% or otherwise on the recommendation of the Internal Profiling Meeting and at the discretion of the Final Assessment Board. If a student is compensated in a module, the Total Module Mark stands and the recording of the TMM will be marked with a 'CP' (Compensated Pass). A student may only be compensated once at Level 3. An International Exchange student may also only be compensated once.

#### **12.5.7 Final Undergraduate Classification**

The marking or grading system used at EBS London is common to most United Kingdom universities and other institutions of higher education, namely a percentage scale based on the classification of work as being of a particular class.

70-100%	First Class mark
60-69%	Upper Second Class mark
50-59%	Lower Second Class mark
40-49%	Third Class mark
Less than 40%	Fail

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Where the Final Assessment Board is of the opinion that there are special circumstances to be taken into consideration, in the case of a student whose total averaged mark is 38% or 39%, the Board may choose to use their discretionary powers and award a *pass degree*.

### Final Degree Conferment

In order to receive the final award of BA (Hons) in International Events Management the student must have:

Successfully completed 360 credits of which 120 or more must be at Level 3

Successfully completed all the core modules prescribed for the degree programme and, if applicable, met the requirements for a major.

### Degree Classification

In order to determine the student's degree classification, the marks from Level 1,2 and 3 will be taken into account. The method for determining final classification is based on the average of the Total Module Marks, weighted as follows:

Level 1 (best 4 modules)	0% towards final classification
Level 2 (best 4 modules)	20% towards final classification.
Level 3 (best 8 modules)	80% towards final classification.

The student must achieve the following overall averages for each classification:

First Class	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third Class	40-49%

### Borderline Students (Final Award)

After the Average Method has been applied, any students on the borderline between classifications must have achieved an overall average of a minimum of 38, 49.5, 59.5, and 69.5 respectively, to be considered for the higher classification. In determining the average applicable for upgrading on classification, there will be no rounding up, i.e. 69.49 does not become 69.50.

The Final Assessment Board will consider awarding the higher classification if:

1. at least 6 of the 8 modules at Level 3 are in the higher classification and/or
2. the Board deems that there are justifiable grounds for awarding the higher classification.

### APL Students (Final Award)

For APL (Accredited Prior Learning) students with fewer than 60 credits at Level 2 at EBS London, Level 2 will count for up to 20% towards degree classification. Level 3 will count for the remainder i.e. 3 modules at Level 2 = 15% with Level 3 counting as 85%.

### Conferment of Other Awards

The Certificate and Diploma in Higher Education are offered to students who leave the programme at the end of Level 1 or Level 2, providing they have achieved the required credits.

**Certificate of Higher Education**

Learning Outcomes met-

A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, C3, C4, C5, C8, D1, D2, D3, D4, D5, E1, E2, E3, E4

In order to gain the above award, the student must have achieved all 120 credits at Level 1 and passed all core modules.

**Diploma of Higher Education**

Learning Outcomes met-

A1, A2, A3, A4, A5, A6, A7, A8, A9, B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, D5, D6, D7, D8, E3, E5, E6, E8, E9, E10

In order to gain the above award, the student must have achieved all 240 credits at Levels 1 and 2, passed all core modules and satisfactorily completed the SPA assessments.

**12.5.8 Progression**

The programme and individual learning outcomes of the degree ensure appropriate student development towards 'graduateness' and 'learner autonomy'. In respect of these two key concepts, progression regulations are set to satisfy the Final Assessment Board that students have achieved a Level 1, 2 or 3 profile respectively before progression is allowed. The regulations aim to ensure that students make every effort to pass all subjects studied in order to progress.

The specific structure of the degree (in which Level 1 comprises two semesters of study at EBS London, Level 2 comprises one semester of study at EBS London and two semesters of study on SPA, and Level 3 comprises two semesters of study at EBS London following the SPA) requires close monitoring of student progress on a semester by semester basis. This is particularly the case during the first three semesters of the degree when the core building blocks of the study of business and languages are established.

The progression regulations are as follows:

1. Students must normally achieve a total of 120 credit points at each level before progressing to the next level of study.
2. Students must normally pass all core modules at each level before progressing to the next level of study.

**Semester 1 (Level 1)**

A student who has to retake one module at the end of semester 1 (Level 1) may, at the discretion of the Internal Profiling Meeting (see page 78), be permitted to retake that module alongside semester 2 (Level 1) modules. A student who is required to retake more than one module will be required to retake and pass the failed modules before proceeding to semester 2 (Level 1). In the case of a failed elective, an alternative elective at the same level may be taken.

**Semester 2 (Level 1)**

A student who has to retake one module at the end of semester 2 (Level 1) may, at the discretion of the Final Assessment Board, be permitted to retake that module alongside semester 3 (Level 2) modules. A student who is required to retake more than one module will be required to retake and pass the failed modules before proceeding to semester 3 (Level 2). In the case of a failed elective, an alternative elective at the same level may be taken.

### Semester 3 (Level 2 )

A student who has to retake one core module at the end of semester 3 (Level 2) may, at the discretion of the Final Assessment Board, be permitted to undertake the SPA, if the Board believes that it is in the academic interest of the student. A student who is required to retake more than one core module at the end of semester 3 (Level 2) will be required to retake and pass the retaken modules before proceeding to the SPA. A student who has failed a core language module will not be permitted to progress to the SPA semester(s).

### Level 3

In order to be eligible to begin Level 3, students must have passed all core modules at Levels 1 and 2, and must normally have accumulated 240 credit points. The Final Assessment Board may at its discretion permit a student who has passed all core modules, but who has not accumulated 240 credits, to begin Level 3, provided that appropriate steps are taken to remedy this credit deficit during the course of Level 3 study.

### General

A student who has to retake one core business module at the end of semesters 1 and 2 (Level 1) may be obliged in the following semester to replace one of their chosen electives with the previously referred core module in order to enhance their likelihood of successfully passing the failed module. Likewise, a student taking two languages who has to retake a core business module may be obliged to drop one of these languages and replace it with the previously referred core module in order to enhance the likelihood of successfully passing the failed module.

A student who is obliged to take an extra semester in order to retake two or more core modules may, subject to any necessary pre-requisite requirements, be permitted to continue at the same time the study of language and electives at the appropriate level.

### Maximum Registration

All students are expected to complete their degree in the prescribed time for their allotted programme. However, in documented cases of extenuating circumstances, the School may extend the length of time for completion by a further three academic years. The School reserves the right to ask any student who has not completed their degree within the allotted time to leave the programme.

### **12.5.8.1 Aegrotat Awards and Posthumous Awards**

Before an Aegrotat or Posthumous Award is made it must be established that the award will not cause offence or undue stress to the incapacitated student, the relatives of the deceased or others within the School.

#### **Aegrotat Awards**

When the Final Assessment Board decides that not enough evidence of a student's performance to award a degree with pass or honours classification exists but is satisfied that but for certified illness/absence or other valid reason that the student would have achieved the required standard then an Aegrotat Award may be awarded dependent upon the student's level, as follows:

- Level 1 Certificate of Higher Education
- Level 2 Diploma of Higher Education
- Level 3 Honours Degree

Aegrotat awards are unclassified. Should an Aegrotat award be awarded posthumously then the following condition will not apply.

Before such an award is made the student must indicate that they are willing to accept the award and understand that this implies waiving the right to be reassessed.

### **Posthumous Awards**

Any award listed in this handbook may be conferred posthumously by the final assessment board and accepted on the student's behalf by an appropriate individual. For classified awards, all conditions for the award must be satisfied. Where all conditions are not met to make a classified award, then the Final Assessment Board will decide whether to award an Aegrotat Award (as outlined above). The certificate will not refer to the award being conferred posthumously.

### **12.6 Assessment for Study Period(s) Abroad (SPA)**

Each international partner institution is responsible for assessing the students during their period of study abroad. The agreement drawn up between each institution and EBS London stipulates that a student must pass a specified number of the modules taken, as indicated in the relevant institutional fact-sheet. Assessment during the SPA is governed by the host institution's assessment regulations, as accepted by and agreed with EBS London.

The modules passed on the SPA will count for credit purposes only and will not contribute to the final degree classification.

Under normal circumstances, all students must pass the core modules at Levels 1 and 2, including the language(s) of study before beginning the SPA programme. A student who has failed a core language module in Level 2 will not be permitted to progress to the SPA semester(s). Students must pass a minimum of four level 2 modules (60 credits) in total during their two semesters of the SPA before progressing to Level 3; at least one module must be gained from each semester of study at the centres abroad. Please refer to the chart on page 17.

The SPA - PLP sub - Board will consider SPA and PLP results and report them - and any recommendations to the Final Assessment Board.

### 13. Academic Probation and Exclusion

#### 13.1 Academic Probation

EBS London acknowledges that students may have difficulty in settling into the undergraduate programme in the first semester of their studies. Accordingly, EBS London has established certain conditions and regulations for considering student results during Level 1. The chief principle behind these conditions for Academic Probation is that, by the end of Level 1, a student must have demonstrated his/her potential ability to complete the programme successfully.

A student will normally be placed on Academic Probation if his/her results in the first semester (student status 1A) consist of 3 or more FRs (retakes).

When a student is put on Academic Probation, s/he must normally satisfy all the following conditions:

1. regular meetings with the Academic Advisor,
2. regular attendance at all sessions (classes, seminars, lectures etc.) of all modules; and,
3. pass all modules in the semester for which the student is on Academic Probation.

At the end of Level 1 (semesters 1 and 2), a student will be deemed to have either

- a) met the required conditions or
- b) failed to meet them.

In the case of a) above, the student will come off Academic Probation and be allowed to progress with his/her studies. In the case of b) above, students will be excluded from EBS London and normally Regent's College.

Although academic probation normally applies to students at Level 1, a student may be placed on probation at any time during his/her academic programme. A student will only be placed on academic probation once during his/her studies. If a student who has previously been placed on probation fails three or more modules in a later semester, he/she may be excluded from EBS London and normally Regent's College.

#### 13.2 Exclusion

Academic decisions on Exclusion are made by the **Associate Dean, in consultation with the Programme Director, and Head of Student Support**, following the results that are submitted to the relevant Assessment Board and the consideration of the student's performance at that Board. All decisions will be communicated to students in writing, as well as by e-mail and/or telephone.

Parents and/or guardians and/or the person responsible for paying the student's fees will be notified in writing when their son, daughter or person they are sponsoring is to be excluded or placed on Academic Probation.

#### 13.3 Review

Any student who wishes an academic decision for Exclusion to be reviewed has the right to have the case heard by a panel, **chaired by the School Director and consisting of the Programme Director, Associate Dean, and Head of Student Support**. Any case for review must be made by the student in writing within 5 working days of receiving the decision from EBS London. The case for review may cite any information deemed to be relevant by the student, such as circumstances that may have affected his/her studies in the semester under consideration. These may be circumstances of which EBS London was previously unaware. **The Review and Exclusion panels will receive advice from the Manager of the Faculty Registry on the status and profile of the student, and on the Assessment Regulations.**

**Module Outline Booklet (Front Page)**Title of Module

Module Code: XXX101

Module Title: XXX...

Academic Level: Level X

Credit Value: X/ ECTS XX

Status: Elective or Core

Formal Student Hours: Contact: XX Hours  
Self-directed: XXX Hours

Pre-requisites: XXX

Module Leader: XXX

Programme Level Learning Outcomes: (Example: A1, B2...)  
Assessment Methods: (Example Individual written assignment, exam...)Rationale for Module

Explanation of how the subject area fits into the BA IEM programme and why the module is appropriate for inclusion in the BAIB offering (in terms of the programme level learning outcomes).

Aims

The main aims of this module are to:

Programme Level Learning Outcomes

On completion of this module students should be able to demonstrate...(Example Codes) A14, B16, C17, C18 and D20

Subject Area Core Skills ContentTeaching/Learning Strategy

The teaching/learning strategy for this module has been designed to ensure that the programme level learning outcomes outlined above have been acquired. The teaching/learning strategy is...

Assessment Methods

Explanation of overall assessment strategy and how it relates to the teaching and learning strategy.

For example, exams are not appropriate for this module because...(Evidence of reflection on assessment methodology) Particular methods (such as) were rejected because...and...modulework (consisting of a presentation, individual written assignment, and a time-constrained assignment) was deemed appropriate because...relationship to learning outcomes...

Then, each assessment to have its own heading.

E.g. Assessment 1

Under each heading the following should be explained:

- What is being assessed
- How marks are allocated for each grade (see Module Assessment Criteria)
- How it fits into the scheme of the module
- How it fits into the overall degree programme
- How much time you have to do the assignment
- Any academic restrictions on marks through the application of a penalty, clearly linked to learning outcomes

Distribution Date To Students

Date for Submission

Venue for submission of modulework:

Rationale for Assignment:

Learning Outcomes to be met by the assignment (eg A1, B3, C4 etc)

Knowledge and Skills to be assessed

The following statement to be inserted:

“If a time-constrained learning outcome has been listed above, you should be aware that failure to meet that outcome will result in a mark of zero being awarded for the modulework. However, if there are genuine reasons as to why that outcome could not be met, you should consult and follow the procedure outlined in the section called “Extenuating Circumstances” in the Student Handbook”

Indicative Content

Intro...

Reading

Essential

Useful websites

## APPENDIX 2 - MODULE-WORK ASSESSMENT CRITERIA (MAC)

Mark/ Class	A. Knowledge & Understanding	B. Cognitive & Intellectual	C. Cross-Cultural & International	D. Transferable & Practical	E. Social & Interpersonal	Technical (where appropriate for written/oral modulework)	Overall
80-100 Exceptional First	Exceptional demonstration of knowledge, understanding, synthesis & analysis. Outstanding use & application of appropriate models & theories from relevant literature.	Excellent critical evaluation of theoretical &/or practical data. Outstanding application of appropriate methodology. Evidence of exceptional independent & creative thinking.	Outstanding demonstration of awareness of cross-cultural, international, corporate, &/or ethical issues.	Outstanding resolution of problems posed by modulework. Excellent communication of ideas & materials, using appropriate qualitative &/or quantitative methods.	Excellent evidence of independent work & self-reflective learning. Modulework completed thoroughly & on time.	Exceptional use of appropriate referencing system. Outstanding clarity in use of language with distinct personal style.	An outstanding piece of work, possibly of a publishable standard.
70-79 First	Excellent demonstration of knowledge, understanding, synthesis & analysis. Exceptional use & application of appropriate models & theories from relevant literature.	Very good critical evaluation of theoretical &/or practical data. Excellent application of appropriate methodology. Evidence of very good independent & creative thinking.	Excellent demonstration of awareness of cross-cultural, international, corporate, &/or ethical issues.	Very good resolution of problems posed by modulework. Excellent communication of ideas & materials, using appropriate qualitative &/or quantitative methods.	Very good evidence of independent work & self-reflective learning. Modulework completed thoroughly & on time.	Excellent use of appropriate referencing system. Very high standard of use of language, with distinct personal style.	An exceptional submission which exceeds the standard usually associated with academic work at this level.
60-69 Upper Second	Very good evidence of knowledge & understanding, with good synthesis & analysis. Good use of appropriate models & theories from relevant literature.	Good critical evaluation of theoretical &/or practical data. Very good application of appropriate methodology. Good evidence of some independent thinking.	Evidence of good awareness of cross-cultural, international, corporate, &/or ethical issues.	Good resolution of problems posed by modulework. Very good communication of ideas & materials, using generally appropriate qualitative &/or quantitative methods.	Good evidence of self-reflective learning &/or independent work. Modulework completed very well & on time.	Very good use of appropriate referencing system, with only a few flaws. High standard of clarity in use of language, with elements of a personal style.	A good performance showing above average attributes in most or all aspects.
50-59 Lower Second	Good evidence of knowledge & understanding, with some synthesis &/or analysis. Fair use of models & theories.	Fair evaluation of theoretical &/or practical data. Good application of mostly appropriate methodology. Fair evidence of some independent thinking.	Some evidence of reasonable awareness of cross-cultural, international, corporate, &/or ethical issues.	Fair resolution of problems posed by modulework. Good communication of ideas & materials, using generally appropriate qualitative &/or quantitative methods.	Some evidence of self-reflective learning &/or independent work. Modulework completed well & generally on time.	Good use of appropriate referencing system, with only a few flaws. Reasonable clarity in use of language, with relatively few errors.	A fair submission, solid in most or all of the criteria used for assessment.
40-49 Third	Adequate demonstration of knowledge & understanding, though mostly descriptive. Little synthesis &/or analysis. Some use of models & theories.	Descriptive with little critical evaluation of theoretical &/or practical data. Limited application of methodology. Minimal evidence of independent thinking.	Little awareness of cross-cultural, international, corporate, &/or ethical issues.	Limited resolution of problems posed by modulework. Adequate communication of ideas &/or materials, with some use of qualitative &/or quantitative methods.	Little evidence of self-reflective learning &/or independent work. Modulework completed adequately & generally on time.	Poor use of appropriate referencing system. Adequate use of language, with generally clear meaning.	Below average in overall quality but adequate for the purposes of academic work at this level.

## APPENDIX 2 - MODULE-WORK ASSESSMENT CRITERIA (MAC)

35-39 Fail. May be compensated	Little evidence of knowledge & understanding, with very poor attempt at synthesis &/or analysis. Some use of models & theories.	Inadequate evaluation of theoretical &/or practical data. Principally descriptive rather than analytical. Poor use of methodology. Very little independent thinking.	Very little evidence of awareness of cross-cultural, international, corporate, &/or ethical issues.	Inadequate resolution of problems posed by modulework. Poor communication of ideas & materials. Poor application of any qualitative &/or quantitative methods.	Little evidence of self-reflective learning &/or independent work. Modulework completed inadequately &/or not meeting the time-constrained outcome.	Inadequate use of any referencing system, with many flaws. Inappropriate &/or inadequate use of language, with many errors.	An inadequate piece of work but one which, with further work, could be brought up to the adequate standard.
20-34 Outright fail	Very little evidence of appropriate knowledge &/or understanding, with totally inadequate attempt at synthesis &/or analysis. Very poor use of models & theories.	Totally inadequate evaluation of theoretical &/or practical data. Entirely descriptive work. Extremely limited use of methodology. Absence of independent thinking.	Virtually no evidence of awareness of cross-cultural, international, corporate, &/or ethical issues.	Virtually no resolution of problems posed by modulework. Extremely poor communication of ideas & materials. Practically no use of qualitative &/or quantitative methods.	No real evidence of self-reflective learning &/or independent work. Modulework completed very inadequately &/or not meeting the time-constrained outcome.	Totally inadequate use of any referencing system. Totally inappropriate &/or inadequate use of language, with many errors.	Totally inadequate, showing serious deficiencies in one or more of approach, effort, application or execution.
0-20 Exceedingly bad fail	Absence of appropriate knowledge &/or understanding, with no attempt at synthesis &/or analysis. Absence of use of models & theories.	Entirely descriptive work, with virtually no evaluation of theoretical &/or practical data. Absence of methodology &/or any serious thinking.	No evidence at all of awareness of cross-cultural, international, corporate, &/or ethical issues.	No resolution of problems posed by modulework. Abysmal communication of ideas & materials. No use of qualitative &/or quantitative methods.	No evidence of self-reflective learning &/or independent work. Modulework completed abysmally &/or failing to meet the time-constrained outcomes.	Absence of any referencing system. Abysmal use of language.	An unacceptable submission which any degree-level student is capable of bettering with the requisite approach, effort & application.

**Level 1 Core Events Modules**

Introduction to Events Planning Industry	EVM101
Events Operations Project Planning	EVM102
Project Planning IT skills	INF102

**Core Business Modules**

Economics of Tourism and Events	ECO102
Introduction to Comparative Law	LAW102
Financial & Management Accounting	ACC103
Introduction to International Organisational Behaviour	BUS106

**Elective: Events Support Modules**

Introduction to Global Political Economy	ECO151
Media Technology for Events Management	MGT152
Introduction to writing for the Media	MGT153

**Level 2 Core Events Modules**

Events Operations Management	EVM201
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**Core Business Modules**

Managing Human Resources	MGT203
Events Marketing	MKT202

**Elective: Events Support Modules**

Culture and Tourism	EVM251
Food and Society	EVM252
Visual Arts and Society	MGT251

**Study Period Abroad in second semester**

Placement Learning Project	PLP201
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**Level 3 Core Events Modules**

International Events Operations Management	EVM302
International Events Planning Project/Dissertation	EVM301
Contemporary Issues in Events Management	EVM303

**Elective: Events Support Modules**

Design in International Events Management	MGT355
Luxury Brand Management and International Events	MGT356
Public Relations	MKT367
Enterprise Planning	INB357
Services Marketing	MKT366
Modern Gastronomy	EVM351
Cross Cultural Perspectives in Business	CCS350

### Glossary

A **Core Module** is a module which is a compulsory element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines.

An **Elective Module** is a module which is an optional element of the degree programme; it can either be from the 'business' or the 'language' subject disciplines. There will be a specified number of elective modules which must be passed at each level of the degree programme.

The **European Credit Transfer and Accumulation System (ECTS)** was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

A **Module Outline Booklet (MOB)** is produced by the module tutor at the beginning of each module and gives a brief outline about the module, including rationale, learning outcomes, teaching/learning strategy, assessment methods, assessment submission, and indicative reading (See Appendix 1).

A **Module-work Assessment Criteria (MAC)** is a mechanism which allows the module tutor to show the student how the module-work has been evaluated and assessed. A MAC sheet which details this information, will be attached to the marked module-work that is returned to the student (See Appendix 2).

A **Multi-Disciplinary Modular Degree** is a flexible programme which allows the student to learn differing academic disciplines, and is delivered by distinctive and self-contained modules.

The **Open University Validation Services** is an organization which offers a quality assurance and validation service to higher educational institutions which do not have their own degree awarding powers.

**Outcomes-Based Learning** is an approach to teaching and learning which helps students to understand the teaching and learning methods that enable the outcomes to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements to the qualifications framework.

The **Quality Assurance Agency** is an independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

**Accreditation of Prior Learning (APL)** is the generic term used for the award of credit on the basis of demonstrated learning that has occurred at some time in the past. The resulting credit is of equal standing to that awarded to students for modules on a programme of study.

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