

# TSM200 Creating and Managing Event Experiences

School: School of Business and Creative Industries

2024 Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Events are prominent in our lives and societies. Often seen as highlights and special points in time and space that mark our most memorable milestones. The global and prosperous industry of special event management offers exciting and rapidly expanding career opportunities. This course provides knowledge of modern event management techniques. You will develop the necessary skills to design and plan for memorable and enduring event experiences. The course incorporates case studies and industry interviews to provide a contemporary context for examining best practice in events management.

### 1.2. How will this course be delivered?

| ACTIVITY   | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                |           |
| <b>Learning materials</b> – Interactive online learning material.        | 1hr   | Week 1         | 12 times  |
| <b>Tutorial/Workshop 1</b> – Scheduled face to face workshops.           | 2hrs  | Week 1         | 10 times  |
| <b>ONLINE</b>  |       |                |           |
| <b>Learning materials</b> – Interactive online learning material.        | 1hr   | Week 1         | 12 times  |
| <b>Tutorial/Workshop 1</b> – Interactive online zoom workshop (recorded) | 2hrs  | Week 1         | 10 times  |

### 1.3. Course Topics

- Perspectives on events
- Event concepts, impacts and legacies
- Enduring events (and sustainability)
- Strategic planning for events
- Event teams, leadership and OH&S
- Project management for events
- Venue, logistics and risk management
- Event funding and finances
- Events and marketing
- On stage/back stage at events
- Event evaluation
- Events on tour
- Getting a gig

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES  | GRADUATE QUALITIES MAPPING   | PROFESSIONAL STANDARD MAPPING *                              |
|---|--|--|
| On successful completion of this course, you should be able to...   | Completing these tasks successfully will contribute to you becoming... | Competencies from multiple Professional Bodies (see below) * |
| 1 Compose effective, professional and persuasive written oral and digital communication solutions                                   | Creative and critical thinker<br>Empowered                             | PC1, PC1.1, PC1.2, PC1.3, 3.1, 4.1.4, 12.2.2                 |
| 2 Adapt and apply interpersonal skills to work independently, collaboratively and efficiently in a simulated event team environment | Ethical<br>Engaged   | PC2, PC4, PC5, PC6   |
| 3 Apply discipline knowledge and skills in an event management context  | Knowledgeable<br>Sustainability-focussed                               | PC3, PC6   |
| 4 Apply critical and creative thinking to develop and evaluate appropriate solutions in an event management context                 | Creative and critical thinker<br>Empowered<br>Engaged                  | PC3, PC6   |

\* Competencies by Professional Body

| CODE  | COMPETENCY            |
|---|-----------------------|
| ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS |                       |
| PC1   | Communication         |
| PC1.1   | Written Communication |
| PC1.2   | Oral Communication    |

| CODE  | COMPETENCY  |
|---|---|
| PC1.3                                       | Digital Literacy  |
| PC2   | Collaboration   |
| PC3   | Creative and Critical Thinking  |
| PC4   | Community Consciousness   |
| PC5   | Cultural Awareness  |
| PC6   | Career-ready  |
| EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS |   |
| 3.1   | Cognitive Learning objectives for “Good Health and Well-Being”  |
| 4.1.4                                       | The learner understands the important role of culture in achieving sustainability.                        |
| 12.2.2                                      | The learner is able to encourage others to engage in sustainable practices in consumption and production. |

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

TSM102

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Knowledge of basic tourism, leisure and event management principles, analytical skills, report writing skills and basic market research skills.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Tutorial time will be dedicated in Weeks 3 and 4 of the course to provide feedback on students event concepts prior to finalisation of Task1.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT      | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|-------------------------|---------------------|-------------|--------------------------------|-----------------------|--|
| All           | 1        | Artefact - Professional | Individual          | 25%         | 10-minute digital presentation | Week 5                | Online Assignment Submission with plagiarism check |
| All           | 2        | Case Study              | Individual          | 25%         | 1,500 words                    | Week 10               | Online Assignment Submission with plagiarism check |
| All           | 3a       | Plan                    | Group               | 40%         | 2000 words                     | Week 13               | Online Assignment Submission with plagiarism check |
| All           | 3b       | Report                  | Individual          | 10%         | 400 words                      | Week 13               | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: Event Concept Plan

|                  |  |  |                                  |
|------------------|--|--|----------------------------------|
| <b>GOAL:</b>     | To encourage creativity in the design of a realistic event concept.  |  |                                  |
| <b>PRODUCT:</b>  | Artefact - Professional  |  |                                  |
| <b>FORMAT:</b>   | An individual assessment task comprising a 10 minutes maximum presentation outlining the plan via a digital format, e.g. video or narrated PowerPoint presentation |  |                                  |
| <b>CRITERIA:</b> | <b>No.</b>   |  | <b>Learning Outcome assessed</b> |
|                  | 1  | Communication of professional response to an event concept submission brief                            | 1 3 4                            |
|                  | 2  | Appropriate choice and effective use of digital tools/channels   | 1                                |
|                  | 3  | Application of discipline knowledge  | 3                                |
|                  | 4  | Application of radical (breakthrough) creativity to develop innovative solutions to business problems. | 4                                |

#### All - Assessment Task 2: Real Event Observation and Evaluation

|                  |   |  |                                  |
|------------------|---|--|----------------------------------|
| <b>GOAL:</b>     | To conduct a critical analysis of a real-world event situation and offer theoretically sound recommendations and solutions. |  |                                  |
| <b>PRODUCT:</b>  | Case Study  |  |                                  |
| <b>FORMAT:</b>   | Reflective report based on an event the student has attended  |  |                                  |
| <b>CRITERIA:</b> | <b>No.</b>  |  | <b>Learning Outcome assessed</b> |
|                  | 1   | Identification and critical analysis of pertinent issues in an event management context  | 3 4                              |
|                  | 2   | Application of discipline knowledge  | 3                                |
|                  | 3   | Utilise creativity to develop innovative solutions to event management problems  | 4                                |
|                  | 4   | Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling and Harvard referencing style | 1                                |

### All - Assessment Task 3a: Event Management Plan

|                  |   |  |                                  |
|------------------|---|--|----------------------------------|
| <b>GOAL:</b>     | To apply discipline knowledge in an event management planning scenario. |  |                                  |
| <b>PRODUCT:</b>  | Plan  |  |                                  |
| <b>FORMAT:</b>   | A written event management plan   |  |                                  |
| <b>CRITERIA:</b> | <b>No.</b>  |  | <b>Learning Outcome assessed</b> |
|                  | 1   | Application of academic and industry knowledge   | 2 3 4                            |
|                  | 2   | Application of creative and critical thinking to develop appropriate solutions in an event management context. | 3 4                              |
|                  | 3   | Referencing of sources using Harvard referencing style   | 1                                |

### All - Assessment Task 3b: Self and Peer Assessment Reflection

|                  |  |   |                                  |
|------------------|--|---|----------------------------------|
| <b>GOAL:</b>     | To reflect on the learning experiences arising from the challenges and opportunities presented by working on the collaboratively produced Event Management Plan. |   |                                  |
| <b>PRODUCT:</b>  | Report   |   |                                  |
| <b>FORMAT:</b>   | An individual submission inclusive of a peer assessment questionnaire and written report.  |   |                                  |
| <b>CRITERIA:</b> | <b>No.</b>   |   | <b>Learning Outcome assessed</b> |
|                  | 1  | Application of interpersonal skills to work effectively within a simulated event management team scenario | 2                                |
|                  | 2  | Application of self-reflection for personal development   | 2                                |
|                  | 3  | Written communication skills  | 1                                |

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR   | YEAR | TITLE   | EDITION | PUBLISHER         |
|-----------|--|------|---|---------|-------------------|
| Required  | John Allen, Rob Harris, Leo Jago, Andrew Tatrai, Paul Jonson, Eamon D'Arcy | 2022 | Festival and Special Event Management, Essentials Edition | n/a     | John Wiley & Sons |

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)