

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Event Design and Management FT <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Event Design and Management • Postgraduate Certificate (Pg Cert) - Event Design and Management
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Events, Hospitality, Leisure, Sport and Tourism
Professional statutory or regulatory body	None
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • MA Event Design and Management FT, Full-time, September start - 1 year standard length • MA Event Design and Management PT, Part-time day/evening, September start - 2 years standard length
Valid for cohorts	From 2025/6

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MA Event Design and Management course aims to equip event professionals with the mindset and knowledge to lead the sector towards a more socially integrated and sustainably aware future. The course embodies an approach to event design and management which involves a broader and more ambitious agenda than one associated with conventional event management programmes, mixing strategic management with a critical events studies perspective. The course recognises the power of events to drive innovation and transformation, highlighting the contemporary significance of experiences and gatherings. This approach at Westminster has evolved from the teaching team's long track record of delivering excellent events education, which is exemplified in their published work and industry experience. It relies on six pillars:

Innovation:

There is an understandable focus on the economic value of events, but our programme of study emphasises the potential of events to deliver other types of value, especially social value. While there is a focus at present on reducing adverse environmental effects, our course demonstrates the potential of events to act as drivers of innovation and experimentation. Students understand and learn how events can be used as tools to address some of the most critical challenges society faces today.

Integration:

Events are a significant industry/sector/set of sub-sectors in their own right, but they are also phenomena that cut across all aspects of the economy and society. Our course not only looks at events as independent entities but also explores how they affect other sectors of the economy and society in general. A central aim of this course of study is to demonstrate how a range of objectives can be achieved by harnessing the power of events. This is part of a broader focus on the strategic use of events.

Design:

Our approach to events is also one that privileges design – not merely the design of individual events but the application of design thinking, creative practices and visual analysis. The course encourages students to engage with wider design fields to enhance their skills and knowledge.

Plurality:

The effects of one event are likely to be limited, but the combined effects of multiple events can be transformative. Our course focuses not merely on analysing individual events but also explores how students design programmes and portfolios where events combine to produce cumulative effects.

Process-orientation:

Events are not merely specific 'moments in time' but involve strategy, planning, build-ups and breakdowns, post-evaluation and legacies. Events are processes, and many of their most significant effects are derived from the pre and post-event periods. Rather than understanding events as separate from everyday life, our approach explains how events are integrated into ongoing activities.

Spatiality:

We particularly focus on the spatial dimension of events – the places, venues and spaces where events are staged. This means understanding effects at different scales – at the broad scale [e.g. on host cities/nations], but also the spatial dynamics and design of specific sites.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Today's organisations need graduates with good degrees and skills relevant to the workplace. The University of Westminster is committed to developing employable graduates by ensuring that industry-led and transferrable skills to support career development are embedded in our course. As well as work-related learning activities [projects, event visits and industry-based case studies], students are regularly advised of opportunities, including part-time work and volunteering.

The teaching team has a vast network of industry partners that keeps growing. Industry partners are involved in curriculum design, assessment, mentoring, etc. Our teaching team have industry experience alongside their academic practice, which they use to inform their approach to the course and curriculum, ensuring that it is relevant to the contemporary event industry. We regularly invite guest speakers who offer their time and experience in and out of the classroom and the opportunity for students to build a network with current industry practitioners.

Events are delivered in the private, public and third sector, and the required skills and personality traits can differ. Students have the chance to understand where their strengths lie and are supported in identifying their most suitable career path.

As part of the course, students work on professional development planning and industry projects and develop strong communication skills, creativity, flexibility, and entrepreneurship, coupled with a deep knowledge of event design and management. This allows them to articulate the value of events for organisations, individuals and society and contributes to raising the profile of the event profession.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Design and deliver events that solve complex problems in unpredictable environments. (PPP KTS CS)
- 002 Act autonomously, creatively and ethically as an event professional. (PPP)
- 003 Integrate and activate events within wider organisational and destination strategies. (KU)
- 004 Apply advanced concepts of event management and design to develop effective strategies in response to stakeholders' objectives. (KU CS)
- 005 Generate economic and social value through the conceptualisation, design and staging of a single event

experience (KU)

- 006 Critically assess and evidence the value of event projects and programmes for a range of stakeholders within the context of social and environmental justice. (KU)
- 007 Create projects that enhance sustainability in event design and management practice. (PPP)
- 008 Critically analyse how the design and delivery of events address the challenges of Equality, Diversity, and Inclusion [EDI] through creative thinking, collaboration, and empathy. (KTS)
- 009 Apply robust research skills, conceptual principles and theoretical frameworks to address issues within the contemporary event environment. (KU CS)

How will you learn?

Learning methods

The event industry is constantly evolving with societal changes and technological advancements. Our commitment is to prepare students for current industry demands while equipping them to influence its future development. Our course is meticulously designed to give students a systemic and strategic perspective on events and their socio-economic roles. They develop essential skills, including project management, interpersonal communication, and organisational abilities, through diverse, active learning strategies such as flipped classrooms, project work with industry partners, teamwork, and discussion forums. This approach promotes reflection, deeper engagement, and a culture of ownership, fostering critical thinking, communication, and collaboration.

Students are challenged to work as they would in the workplace, using authentic assessments to practice professional skills and approaches. This student-centred learning model is complemented by the development of academic and research skills, enabling students to significantly impact the future of the event industry. Our learning approach enhances intellectual capabilities, problem-solving skills, effective communication, negotiation, and teamwork, all essential characteristics of the event professional. We also focus on adaptability to meet evolving technological needs and digital proficiency through online platforms and interactive tools.

We use multiple content delivery modes and encourage continuous student feedback to meet their needs and requirements. Throughout their time at Westminster, students are expected to develop independence and responsibility for their learning, self-development, and career management.

Our MA Event Design and Management Course at Westminster prides itself on teaching a diverse student body. We encourage students to draw on their experiences, centring their practice within their communities. Our teaching supports the development of skills to contribute to a more just society, more sustainable ways of living, and improved industry practices. The course interrogates themes around representation, aesthetics, and power, equipping students with the skills and knowledge to critically engage with the industry and produce work reflecting a range of perspectives and experiences.

We are actively decolonising our curriculum, including diverse voices and histories. We support students in developing their creative practice and shaping their journey through their studies. The rich cultural heritage of our students creates an exciting atmosphere of mutual support and exploration. The course design allows students to lead projects based on their knowledge and cultural interests. We welcome students from all backgrounds and provide a safe, inclusive environment where everyone feels valued. Our commitment to diversity and inclusion is embedded from the first day of the course to beyond graduation, enhancing career opportunities for all students.

Teaching methods

Our course employs diverse teaching methods designed to foster authentic learning experiences. These include interactive lectures, collaborative teamwork, immersive case studies, site visits, and presentations by industry practitioners from leading event organisations in different sectors. By integrating these different teaching methods, we offer full-time students valuable practical experiences that serve as a substitute for ongoing work experience. For part-time students, these methods provide exposure to a variety of situations and challenges that may not be encountered in their current workplaces.

Authentic learning is central to our educational approach, ensuring that students engage with real-world problems and develop practical skills directly applicable to their future careers. Our course offers practical experience through industry professional interactions, access to volunteering opportunities, guest speakers, and participation in industry events. These experiences familiarise students with industry practices, enhance their employability, and provide a sense of agency and confidence.

This approach not only enhances learning outcomes but also aligns with the United Nations Sustainable Development Goals (SDGs), particularly:

SDG 4: Quality Education: By providing inclusive and equitable quality education and promoting lifelong learning opportunities for all, our teaching methods ensure that students gain the knowledge and skills needed for sustainable development.

SDG 8: Decent Work and Economic Growth: Our focus on real-world applications and problem-solving prepares students for the workforce, fostering innovation and supporting economic growth.

SDG 11: Sustainable Cities and Communities: Site visits and case studies often involve exploring sustainable practices in event management, encouraging students to contribute to the development of sustainable communities.

By aligning our teaching methods with these SDGs, we prepare students to succeed in their careers and make meaningful contributions to global sustainability efforts.

Assessment methods

The assessments for the course are strategically designed to ensure that upon graduation, students will be able to demonstrate enhanced knowledge, understanding and application of sustainable event design and management. We use 'real world' authentic assessments that are both valid and reliable, which are socially, culturally and globally relevant and consider diverse learners' identities, allowing students to build practical experience that prepares them to make connections with people in the event industry, ready for careers of the future. Students are encouraged to draw upon examples from their desired professional career path in their assessments where relevant. Assessment takes various forms, such as individual and team project work, industry reports, investigative assignments, role play to replicate business environments and the creation of digital artefacts, with a view to demonstrating skills, knowledge and analytical ability as appropriate for each module.

We embrace technological advancements to promote social mobility in the event industry, removing barriers to student success. Practice-based assessment methods aim to build equality for all, including portfolios, presentations, live briefs, and events. Authentic assessments replicate real-world scenarios, preparing students for their future careers whilst allowing them to leverage their individual strengths.

The Research Consultancy Project is a student-centred endeavour that integrates theory and practice and allows students to research a topic relevant to their professional development. Other significant integrative works may be undertaken in various modules, reinforcing the practical application of learned concepts. By focusing on these core elements, our course ensures that students are well-prepared to excel in the dynamic event industry and contribute to its evolution and improvement.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	001, 004, 006, 007, 008, 009
Literate and effective communicator	001, 004, 006, 009
Entrepreneurial	002, 005, 007
Global in outlook and engaged in communities	003, 004, 006, 008
Socially, ethically and environmentally aware	002, 006, 007, 008

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7EVMN011W	Event Experience Design	Core	1	20	10
7EVMN012W	Leadership for Event Professionals	Core	1	20	10
7EVMN013W	Research Consultancy Project	Core	2	40	20
7EVMN014W	Rethinking Events	Core	2	20	10
7EVMN015W	Global Events	Option	Various	20	10
7TOUR018W	Crisis Management and Resilience for Tourism and Events	Option	Various	20	10
7EVMN018W	Designing Event Spaces and Places	Option	Various	20	10
7MARK030W	Digital Marketing and Innovation	Option	Various	20	10
7ENTP001W	Entrepreneurial Mindset and Opportunities Creation	Option	Various	20	10
7EVMN016W	Live Event Project Management	Option	Various	20	10
7MARK017W	Public Relations and Reputation Management	Option	Various	20	10
7MARK033W	Social Media and Content Marketing	Option	Various	20	10
7EVMN017W	The Social and Cultural Value of Community Events	Option	Various	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

None

Course management

The MA Event Design and Management course is delivered by a team of permanent academic staff with specialist and professional knowledge in event management and related disciplines. Additionally, part-time staff and guest speakers are used to offer additional expertise and current industry experience.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©