

# 3 Virtual assessments: Tools for enhancing event management employability skills

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## Introduction

In today's world, events are undergoing accelerated social and technological transformations. Event management educators strive to ensure that education keeps pace with these changes (Arcodia et al., 2020) to boost the job readiness and calibre of graduates joining the events sector (Barron & Ali-Knight, 2017; Nimri et al., 2024; Werner et al., 2022). This is apparent in an array of research studies addressing the competencies and expertise required for event management graduates (Bladen & Kennell, 2014), best practice event management programmes (Ryan, 2016; Werner et al., 2018) and the appropriate ratio between theoretical knowledge and students' work experience in the industry (Feng, 2017).

The event industry has voiced novel calls for event research, mainly focusing on talent cultivation, curriculum improvements, and incorporating novelty in event management graduate courses (Werner et al., 2022). These calls emphasise the necessary attributes and knowledge expected of graduates, as well as the effective integration of technological innovations into event management programs (e.g., Nimri et al., 2024; Ryan, 2016; Werner et al., 2018), with a curriculum designed to nurture the critical competencies of prospective event managers (Jepson & Ryan, 2018). To ideally equip event management graduates, educational programs must be revised frequently in accordance with market needs, patterns and shifts in the technological, political, and social settings (Barron & Ali-Knight, 2017; Ryan, 2016; Werner et al., 2018; 2022), especially in the wake of the unprecedented Covid-19 pandemic (El-Said & Aziz, 2022). Students should master digital literacy to best prepare for such evolving and turbulent environments (Nimri et al., 2024).

A wide range of technological tools and platforms are utilised to improve students' digital literacy in event management education and provide a comprehensive learning experience (Feng, 2017). For example, students can engage in technology-driven projects, such as developing virtual event proposals or managing social media campaigns for hypothetical events (Abidin & Suryani, 2020;