



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HND Events Management. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Events Management: Graded Unit 2

Graded Unit code: F4AR 35

Type of Graded Unit: Project

Assessment Instrument: Investigation

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND Events Management:

- ◆ to develop problem solving skills
- ◆ to develop study and research skills
- ◆ to develop communication skills and presentation techniques
- ◆ to gain entry to HEIs at year two or three level of entry
- ◆ to enhance the likely entry point to an events organisation
- ◆ to enhance the candidate's speed of progression within an organisation
- ◆ to develop a wider range of competences and expanded knowledge which a candidate can achieve including human resource management, management of events, conference skills, business skills and marketing
- ◆ to enable candidates to enhance their understanding of the events industry from a managerial prospective
- ◆ to develop key transferable skills enabling candidates to investigate issues and problems relating to events management

General information for centres (cont)

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ F35Y 35 *Managing an Events*
- ◆ F35T 34 *Event Legislation: Contracts and Protection*
- ◆ DE3L 35 *Behavioural Skills*
- ◆ F35X 34 *Food and Beverage Events*
- ◆ DE3C 34 *Marketing; An Introduction*

Marketing Unit

- ◆ DG6W 34 *Principles and Practice of Selling*

OR

- ◆ DK04 35 *Marketing Planning in Travel and Tourism*

Public Relations Unit

- ◆ D7M8 34 *Public Relations 1 (Functions and Applications)*

OR

- ◆ D7XY 35 *Planning and Implementing Public Relations Campaigns*

Finance Unit

- ◆ F84R 35 *Preparing Financial Forecasts*
- ◆ DL3A 34 *Managing Financial Resources in Hospitality*

General information for centres (cont)

Core Skills: There are opportunities to develop the Core Skills of *Problem Solving, Information Technology* and the component *Written Communication* at SCQF level 6 in this Unit.

Assessment: This Graded Unit is a project. This project will take the form of an investigation. The candidate will adopt the role of investigator/consultant. The scenario will provide the candidate with a situation in which they will be required to solve problems and make recommendations on how to solve them.

It is in three parts, planning, developing and evaluating.

Administrative Information

Graded Unit code: F4AR 35

Graded Unit title: Events Management: Graded Unit 2

Original date of publication: August 2008

Version: 02 (December 2011)

History of changes:

Version	Description of change	Date
02	<ul style="list-style-type: none">• Purpose amended to take out exhibition skills.• Recommended Prior Knowledge and Skills amended to better reflect Unit specification requirements.• Amended wording in Instructions for designing the assessment task, Support notes and General information for candidates to provide clarity.• Mark allocation for Stage 1 amended from 30% to 20%, Stage 2 amended from 50% to 60%.• Minimum evidence wording amended to provide clarification.	02/12/11

Source: SQA

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Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Event Management: Graded Unit 2

Conditions of assessment

The candidate should be given a date for completion of the investigation. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

Instructions for designing the assessment task

This assessment will provide the candidate with the opportunity to adopt the role of a consultant to solve the problems contained within the scenario. The candidates will be provided with a scenario and they will be required to investigate the problems/issues contained within the project. This investigation will require the candidate to conduct research using primary and secondary data.

The project should be topical and should present the candidate with issues relating to events management. Problem areas could be in general with the organisation and delivery or could concentrate on a variety of topics, for example planning, control, communications, health and safety. The scenario will provide the candidate with challenges/situations that meet the aims of the programme.

The assessment task will meet most of the specific aims of transferable skills, developing knowledge, the role and application of skills required of the events industry

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has comprehensive evidence for each of the three phases of the project and that is a coherent whole ◆ demonstrates high standards through presentation style, language, accuracy and technical content ◆ demonstrates an accurate and insightful analysis and interpretation of the project brief ◆ demonstrates a systematic approach and a logical progression to the collection and analysis of data ◆ has sought and made effective use of a wide range of supporting evidence ◆ has provided evidence of innovation or dynamism in approach ◆ embodies good integration of knowledge and skills ◆ recognises conflicts and potential drawbacks of ideas ◆ demonstrates independence of thought by successfully completing the stages of the project with infrequent and minimal tutor support 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ provides evidence for each of the three phases of the project ◆ evidence is produced to an acceptable standard in terms of presentation style, language, accuracy and technical content ◆ contains analytical responses to the project brief ◆ contains data collection and analysis ◆ uses evidence mainly provided from course work ◆ contains standard approaches to issues ◆ presents evidence of integration of skills and knowledge ◆ tends to consider ideas and proposals in isolation ◆ required tutor intervention to keep the investigation on track

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Assessors will assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%

B = 60% — 69%

C = 50% — 59%

Evidence Requirements

The project consists of three stages: planning, developing, and evaluating. The following table specifies the minimum evidence required to pass each stage.

The candidate will be asked to complete each stage of the project within a set time scale. The time scales will be allocated at the beginning of the assessment.

Note: The candidate must achieve **all of the minimum Evidence Requirements** specified below for each stage of the project in order to pass the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 1 — Planning (20%)	<p>A project plan which includes:</p> <ul style="list-style-type: none"> ◆ an overview of the consultant’s role and the project task including the rationale for the investigation ◆ identification of the key areas/issues for research and select a maximum of four to research further ◆ aims and objectives for the project (SMART) ◆ evidence of a clear strategy (to complete the project within time scale) ◆ description of how the project will be approached ie the methodology including primary, secondary data and timescales <p><i>The candidate must meet the minimum Evidence Requirements specified above in order to pass the Planning stage and progress to the Developing Stage.</i></p>
Stage 2 — Developing (60%)	<p>The candidate conducts the investigation and prepares a report that includes:</p> <ul style="list-style-type: none"> ◆ an environmental analysis using SWOT and PESTLE ◆ a critical evaluation of a maximum of four problems/issues present in the scenario ◆ clear aim/s and objectives (SMART) for subsequent proposal ◆ clear description of the different strategies necessary to gain satisfactory outcomes and achievements of objectives <p><i>The candidate must meet the minimum Evidence Requirements specified above in order to pass the Developing stage and progress to the Evaluating Stage.</i></p>
Stage 3 — Evaluating (20%)	<p>Produce an evaluation report:</p> <p>The candidate is required to produce an evaluation, which is a self-reflective account of the effectiveness of the approach throughout all stages of the project.</p> <ul style="list-style-type: none"> ◆ an overview of the planning and developing stages of the project ◆ identification of areas of the plan which may have been modified during the course of the activity ◆ positive aspects of the learning experience ◆ identify areas of improvement ◆ identify knowledge and/or skills which have been gained or developed in undertaking the investigation <p><i>The candidate must meet the minimum Evidence Requirements specified above in order to pass the Evaluating stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Support notes

The Graded Unit is in three stages, planning, developing and evaluating.

It is recommended that a mock situation is used to introduce the Graded Unit to the candidates. This can be completed as a group task and in a relatively short time scale.

A scheme of work should be given out to clearly identify timescales and completion dates. Times for feedback meetings should also be identified. A candidate logbook of these meetings should be kept; recording what discussion took place and the amount of assistance the candidate received. The amount of tutor support could affect the candidate's mark. A minimum of three meetings will be required. Penalties for late submission should be made clear at this stage.

The use of marking schemes with clear allocation of marks for each section should be used. If cross marking is completed a marking scheme showing both tutors marks and the final mark decision should also be included.

It is difficult to state a precise number of words as guidance for each stage; however a clear marking scheme will give guidance to the responses required from the candidate.

A marking scheme exemplar will be produced.

The investigation could take the form of any realistic topical scenario that can provide challenges, demands of the knowledge and skills that are required of the Graded Unit. This investigation should also motivate the student by giving them an opportunity to demonstrate their ability to generate original ideas for this realistic situation. Such scenarios could be a sporting event, a conference, music event/festival, a themed event or an event company in difficulties.

The stages:

The planning stage will provide the foundations for the student to go forward with their findings to undertake the role of consultant and complete the tasks associated with this role.

The initial research will provide adequate sources of information such as primary and secondary research methods for the planning stage as the situation may be new to the candidate. Depending on the type of event the student will have to identify the knowledge/information that they required to research for this situation. They will be given this example of a developed scenario and they will have to interpret what is expected from them in this adopted role of a consultant.

Candidates should be encouraged to allocate sufficient time to complete their research to provide a solid foundation of information to facilitate them moving on to complete the development stage. Candidates may be tempted to jump straight into the development stage and not give sufficient time to the planning stage.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

The developing stage is where the candidate should interpret what the client is looking for.

The candidate should investigate the problems associated with the given scenario using primary and secondary research methods.

Depending on the scenario, these could include problems relating to legislation, marketing and PR, management, operations and finance. The candidates should include a critical evaluation of the issues, an environmental analysis, objectives and strategy of implementing the recommendations associated with the issues.

The evaluation stage is the candidate reflecting on the completion of the project. Identifying why they decided to approach the project in the way they did. Timescales are very important. Did they achieve tasks in agreed timescales? If not, why not. The candidate should describe the positive aspects of the project. Identifying what they have gained from this experience. It may be skills in researching topics, developing new knowledge. Finally the candidate could clearly state areas for improvement; this may be time management, by further in depth research in the planning stage providing a more successful developing stage, etc.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements

General information for candidates

The Graded Unit is a final assessment of the knowledge and skills that you gain during your HND.

This Graded Unit is a project. The project will take the form of an investigation. You will adopt the role of a consultant hired by the event organisers. The scenario will provide you with the basis of what they want you to do eg identify problems and make recommendations on how to solve them.

It is in three parts planning, developing and evaluating.

In the **planning** stage of your project you will have to think about what you know and what you do not know with regards to the scenario and the role you have to adopt.

The things you do not know you will have to research and find out. Where do you find this information? Identify sources of information and allocate sufficient time to find out what you need to know to let you undertake the development stage using primary and secondary research methods.

It is very important to give sufficient time to this stage. It can be quite easy to get carried away with enthusiasm and 'jump' straight into the role of consultant and to think of the practicalities of fixing the problems. You should create a plan for tackling the development stage of the project, giving yourself enough time to complete the project.

However stand back and plan before you start to think about the developing stage. You will have to spend considerable time identifying the sources of the primary and secondary data you will need to look at.

The next stage is the **developing** stage. This is where you get the opportunity to use all the knowledge and skills you have already learnt during your course or new knowledge you have developed by research to put forward your unique ideas and advice on this particular scenario. This includes an environmental analysis, your findings, your objectives and strategy for implementing your recommendations.

The final stage is the **evaluating** stage. For this stage you have to look back and comment on your approach to the project, how your planning went, how the developing went and comment on how this experience was in terms of decisions you made, positive aspects of the process and how you would improve the process should you undertake a project again.

In this assessment you will be awarded a **grade**, A, B or C.

A = 70% — 100%
B = 60% — 69%
C = 50% — 59%

The grade you receive depends on the standard of work that you produce. This will be fully explained to you by your tutor in the introduction to the Unit.

It is very important to stick to the timescales given out to you. If you do not hand work in on time your final grade will be affected. So from day one promise yourself to get your work in on time and get a great grade!

You will be given a certain level of support during this assessment, however, you will be mostly working on your own to complete this task. Supervised or unsupervised it is very important to be disciplined to complete your work to a satisfactory standard and on time.

There will be tutorial sessions which will record your progress and the level of tutor support provided.