



## Higher National Unit specification

### General information

**Unit title:** Exhibition Planning and Organisation (SCQF level 7)

**Unit code:** F364 34

**Superclass:** AA

**Publication date:** July 2008

**Source:** Scottish Qualifications Authority

**Version:** 04

### Unit purpose

This Unit is designed to give learners an overview of the exhibition industry and an understanding of the planning and resources required to stage a successful exhibition. Learners will undertake research and evaluation of the organisation of an exhibition event. This Unit is primarily intended for learners who may wish to consider a career path in exhibition management or to assume a supervisory role with a venue or conference exhibition company.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe the scope of the exhibition industry.
- 2 Explain the planning and resources required to stage a specific exhibition.
- 3 Review the organisation of an exhibition.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Learners should have good Communication Skills. These could be demonstrated by achievement of the Core Skill of *Communication* at SCQF level 5, or by possession of Higher English or a suitable HN Communication Unit. It would also be beneficial if the learners had some relevant work experience but this is not essential.

## **Higher National Unit Specification: General information (cont)**

**Unit title:** Exhibition Planning and Organisation (SQCF level 7)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Exhibition Planning and Organisation (SQCF level 7)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Describe the scope of the exhibition industry.

#### Knowledge and/or Skills

- ◆ UK and worldwide exhibition business
- ◆ Exhibitions types
- ◆ Exhibition target audiences and visitor numbers

### Outcome 2

Explain the planning and resources required to stage a specific exhibition.

#### Knowledge and/or Skills

- ◆ Sources of income
- ◆ Exhibition venues
- ◆ Health and Safety
- ◆ Personnel roles
- ◆ Logistics
- ◆ Resources

### Outcome 3

Review the organisation of an exhibition.

#### Knowledge and/or Skills

- ◆ Type of exhibition
- ◆ Personnel roles
- ◆ Exhibition promotion
- ◆ Exhibition production
- ◆ Evaluation

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Exhibition Planning and Organisation (SCQF level 7)

### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

#### For Outcome 1

- ◆ Review the volume of exhibition business in the UK and worldwide.
- ◆ Describe two types of exhibitions organised within the industry, selecting one from two of the following: consumer shows, community exhibitions, cultural exhibitions, trade exhibitions.
- ◆ Describe the target audiences and visitor numbers for the two selected exhibitions.

#### For Outcome 2

- ◆ Describe the exhibition chosen.
- ◆ Identify possible sources of income for an exhibition event.
- ◆ Describe a suitable exhibition venue with regards to scope, size, location, layout, design and services.
- ◆ Explain Health and Safety requirements in relation to the exhibition.
- ◆ Describe staff roles during the assembling, running and dismantling of one exhibition.
- ◆ Explain the logistics of staging one exhibition with regards to transportation, access, assembling and dismantling of the exhibition.
- ◆ Identify the resources required to stage the exhibition.

#### For Outcome 3

- ◆ Identify the type of exhibition to be evaluated.
- ◆ Review the roles of personnel during the planning and organising of an exhibition.
- ◆ Review the promotional activities of the exhibition.
- ◆ Review all relevant production methods for the exhibition.
- ◆ Evaluate the over-all exhibition regarding visitor numbers, individual stands, layouts and hot and cold spots.



## Higher National Unit Support Notes

**Unit title:** Exhibition Planning and Organisation (SQCF level 7)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit will provide the learners with knowledge and understanding of the scope, size, locations and diversity of exhibitions both here in the UK and worldwide. Exhibitions may take the form of trade fairs, consumer shows, community exhibitions and cultural exhibitions. The Unit will help learners to investigate the resources required to plan and stage an exhibition and looks at staffing, equipment, support services, DDA and Health and Safety legislation. Learners will become familiar with all logistical requirements during the planning, staging, and dismantling of an exhibition.

Outcome 1 looks at the scope of the exhibition industry and learners should be encouraged to think about:

- ◆ Exhibitions in the UK and worldwide.
- ◆ Type of exhibitions.
- ◆ Target audience.

In Outcome 2 the learners will become familiar in how to plan and resource an exhibition, how to assemble, participate in and dismantle an exhibition. Learners will also recognise the importance of good planning with regards to logistical planning.

In Outcome 3 the learner will identify and research a suitable exhibition, which could be in conjunction with their workplace or a given case study.

They should research:

- ◆ The organisation and type of exhibition.
- ◆ The roles of personnel in the planning stages.
- ◆ Promotional and production methods used.
- ◆ Evaluate the exhibition with regards to visitor numbers, individual stands, layouts, hot and cold spots.

There are integration opportunities for Outcome 3 with Outcome 4 of H91J 34 *Organising an Event* and with the Unit DV0M 34 *Work Experience*.

## Higher National Unit Support Notes (cont)

**Unit title:** Exhibition Planning and Organisation (SQCF level 7)

### Guidance on approaches to delivery of this Unit

Delivering this Unit at the beginning of the Group Award should allow learners to appreciate its relevance to the occupational area concerned. Wherever possible, links should be drawn with situations that learners will understand in conjunction with the Higher National Unit, Work Experience or similar Unit.

### Guidance on approaches to assessment of this Unit

Assessment could be by three instruments of assessments undertaken in three stages throughout the year. Each Outcome could be assessed by individual research projects in which learners are required to produce a report, which could be supplemented by additional questions to ensure all aspects of Evidence Requirements are covered. Reports may be written or oral.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Higher National Unit Support Notes (cont)

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### Opportunities for developing Core and other essential skills

The delivery and assessment of this Unit may contribute towards the component 'Written Communication' of the Core Skill of *Communication* at SCQF level 5, particularly by use of a report or research project as the instrument of assessment. The general skills of the component are 'read, understand and evaluate written communication' for its reading element and 'produce well-structured written communication' for its written element.

Any preparation towards producing a report or project such as supplementary reading and research will facilitate development of the component's reading element, as learners will need to examine a variety of information, for example when investigating target audiences and visitor numbers in the first Outcome, assessing its relevance and importance.

The writing element of the component may be developed when dealing with topics such as explaining showcasing methods in Outcome 1 and where explaining the logistics of staging an exhibition in Outcome 2.

In both formative and summative assessment learners should be encouraged to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing; use conventions which are effective in achieving the purpose and adapted as necessary for the target audience and use spelling, punctuation and sentence structures which are consistently accurate.

These skills can be developed through formative activities, such as short essays/reports on each Outcome, without formal Core Skill certification.

Learners should be encouraged to use an appropriate referencing method for their report, and for any formative work.

The delivery and assessment of this Unit may offer opportunities to develop the component 'Critical Thinking' of the Core Skill of *Problem Solving* at SCQF level 6. The general skill required is the ability to 'analyse a complex situation or issue'. Specific skills required at SCQF level 6 include identifying the factors involved in the situation, assessing their relevance, and developing and justifying an approach to deal with the situation.

Over the course of this Unit, learners may utilise these skills, for example in dealing with topics such as marketing in Outcome 1 and sources of income in Outcome 2. Learners will be required to think critically about various issues, example, in the third Outcome it will require analysis of situations in order to evaluate various aspects of exhibitions, including roles and responsibilities.

## History of changes to Unit

Version	Description of change	Date
04	Clarification of terminology in outcomes and minor amendments to evidence requirements for consistency.	05/05/15
03	Amended recommended guidance on word allocation throughout Unit from 1,500 words to 1,000 words.  Under Outcome 1, deleted Knowledge and/or Skill 'Professional associations' and corresponding Evidence Requirement. Also, changed reference of four types of exhibitions to two types of exhibitions.  Under Outcome 2, removed Knowledge and/or Skills 'Media and press facilities' and corresponding Evidence Requirement.  Also changed references of four services and four items of equipment to two services and two items of equipment in the second Evidence Requirement and changed references of four exhibition venues to two exhibition venues in the sixth Evidence Requirement.	16/02/10
02	Under Outcome 1, 4th Knowledge and/or Skill 'exhibitions products' and 4th bullet point 'Explain one method of showcasing one product at each of the above four exhibitions' have been deleted to provide clarity.	14/05/09

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## General information for learners

### **Unit title:** Exhibition Planning and Organisation (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to give you a good understanding of the Exhibition Industry which includes events such as community exhibitions, consumer exhibitions, cultural exhibitions, and trade fairs.

In the first part of the Unit you will look at the scope and size of the exhibitions industry in the UK and worldwide. You will also have an opportunity to investigate how products are showcased.

In the second part of the Unit you will look at the resources required to plan and stage a successful exhibition and have an opportunity to investigate floor plans, and types of exhibition stands suitable for a variety of exhibition venues.

You will become familiar with the importance of transportation logistics, access, assembling and dismantling an exhibition.

In the third part of the Unit you will apply the knowledge and skills required to evaluate the organisation of an exhibition. This could be drawn from your workplace, or from a relevant case study or industrial visits.

The Unit could be assessed by a suitable research project for each of the three Outcomes. To complete this Unit you have to achieve a satisfactory level of performance for each Outcome.