



## Higher National Unit specification

### General information

**Unit title:** Events: Principles and Practices of Sustainable Development (SCQF level 7)

**Unit code:** H91G 34

**Superclass:** BA

**Publication date:** April 2015

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed to introduce the learner to the impact of sustainable development principles on the socio cultural, economic and environmental outcomes of the events industry. It will enable the learner to recognise and understand the key elements and drivers of sustainable development, and the influence of government, external groups, relevant and current legislation and emerging standards and practices on the industry as a whole. This Unit will be relevant to learners studying event management or other related service sectors, eg Hospitality and Travel and Tourism.

### Outcomes

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

- 1 Explain the key principles of sustainability.
- 2 Explain the factors driving the 'sustainability' growth trend within the events industry.
- 3 Apply sustainable practices and strategies to the running of an event.

### 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

Entry to this Unit will be at the discretion of the centre, no prior knowledge of the subject area is required. It would be beneficial if learners had experience of the following Unit: H91K 34 *Events Industry: An introduction*, or by relevant experience within the events industry.

## Higher National Unit specification: General information (cont)

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### Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

### 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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### 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:** Events: Principles and Practices of Sustainable Development (SCQF 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

Explain the key principles of sustainability.

#### Knowledge and/or Skills

- ◆ The concept of sustainability
- ◆ Basic rationale for concept evolution
- ◆ Environmental, socio cultural and economic principles

### Outcome 2

Explain the factors driving the 'sustainability' growth trend within the events industry.

#### Knowledge and/or Skills

- ◆ Government legislation
- ◆ Legacy of recent mega events
- ◆ Consumer awareness and expectations
- ◆ Corporate social responsibility policies
- ◆ Lobby and interest groups
- ◆ Economics and finance

### Outcome 3

Apply sustainable practices and strategies to the running of an event.

#### Knowledge and/or Skills

- ◆ Sustainability strategies pre, during, post the event
- ◆ Energy and carbon emissions
- ◆ Catering requirements
- ◆ Waste Management

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

**Unit title:** Events: Principles and Practices of Sustainable Development (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:

Provide written or oral evidence to:

#### Outcome 1

- ◆ Explain what is meant by sustainability particularly regarding protection of the environment, fresh water and other natural resources.
- ◆ Explain practices such as energy conservation, water use and conservation, air and soil quality, sanitation and pollution.
- ◆ Describe how sustainability influences the socio/cultural, economic and environmental factors for event planning including site and venue management, procurement, use of volunteers and stewards, transport, impact of the weather.

#### Outcome 2

- ◆ Describe the effect of two different pieces of legislation/standards driving sustainable practices within the events industry.
- ◆ Describe the sustainable legacy from one recent mega event.
- ◆ Identify one corporation and list five key areas covered by its CSR policy.
- ◆ Explain how two lobby or interest groups are influencing the trend in sustainability.
- ◆ Describe how positioning and competitive advantage to gain sustainable outcomes can lead to financial savings in the long run.

Evidence for the Knowledge and/or Skills in Outcomes 1 and 2 will be generated through sampling.

To ensure that learners will not be able to foresee which items they will be questioned about a different sample of one of the Knowledge and/or Skills items for Outcome 1 and three of the Knowledge and/or Skills items for Outcome 2 is required each time the Outcomes are assessed. Learners must provide satisfactory responses to all of the sampled items.

Evidence should be generated through assessment in supervised conditions. Where a case study is used, learners may be given a copy of it 7–10 days before the assessment.

Learners may bring a copy of the case study to the assessment along with any notes that they have made. They may not bring textbooks, handouts or other material not prepared by themselves. Their notes should be handed in at the end of the assessment.

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

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### Outcome 3

Demonstrate that the learner is able to apply sustainable practices and strategies to meet with the trends driving sustainability pre, during and post event with reference to:

- ◆ Two forms of marketing and/or promotion.
- ◆ The purpose and role of staff and volunteers.
- ◆ The importance of the chosen venue, location and accessibility and transport links.
- ◆ Two legislative or regulatory requirements.
- ◆ Procurement — inhouse and outsourcing of resources.
- ◆ Two examples of energy use and/or carbon emissions.
- ◆ Two forms of waste management.
- ◆ Two factors relating to catering should be considered when running an event.

Learners should be able to accurately describe how these practices will minimise environmental and socio-cultural impact as well as maximising economic impact. Evidence should be generated through a practical assignment or different case study from the one used for Outcomes 1 and 2 and can be conducted in open-book conditions.

This Unit maybe assessed by combining Outcomes 1 and 2 using a case study and sampling the evidence. Outcome 3 can be assessed by a practical assignment or a different case study. Alternatively, the assessment could be conducted on an Outcome by Outcome basis, using a different case study in each Outcome.



## Higher National Unit Support Notes

**Unit title:** Events: Principles and Practices of Sustainable Development (SCQF 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 is designed to provide learners with the knowledge and skills which will allow them to recognise and understand the key elements and drivers which influence the sustainability of festivals and events. The Unit is an introduction to sustainable development and its effect on the 'triple bottom line'. The main aim is to raise learners' awareness to the importance of sustainability within the events industry, the current and emerging issues and trends and future developments. It will also help learners to understand the influence of government and other external groups for example SEPA, FairTrade, Creative Carbon Scotland and make them familiar with current legislation, standards and directives related to sustainability within the events industry.

This Unit is a mandatory Unit in the HND in Events Management and the content of this Unit will reflect the aims of the Group Award.

#### Outcome 1

In this Outcome learners should be given an introduction to the definition of Sustainability and Sustainable Development and then how it can be applied to the events industry. To set the context a *brief outline* of the origins and background in terms of global climate change and protection of the environment should be discussed.

Learners will already be familiar with the PEST impact from events and therefore should be able to understand the importance of the 'triple bottom line' ie socio/cultural, economic and environmental factors. Each of the knowledge and skills areas of this Outcome should be developed for example with regards to the protection of the environment and climate change this could include carbon emissions, carbon footprints, carbon offsetting, clean energy and conservation policies, transport initiatives, air and soil quality. Economic, environmental and socio-cultural principles includes the management of sites, venues and resources, planning and construction of facilities, management of the community (positive triple bottom line approach, eg legacies), volunteers, noise control, communications with stakeholders (eg sponsors and funding bodies), procurement, waste management (both sewerage and litter) and its minimisation, merchandising, ticketing, catering and the impact of the weather.

## Higher National Unit Support Notes (cont)

**Unit title:** Events: Principles and Practices of Sustainable Development (SCQF level 7)

Due to the huge amount of information students should have an awareness of areas and demonstrate *an understanding* rather than in depth knowledge and a suitable method of assessment would be short answer questions based on a case study with the evidence sampled from the knowledge and skills.

### Outcome 2

In this Outcome learners should be made aware of current legislation affecting the events industry and the implications of relevant current and *emerging* Acts and regulations including:

- ◆ Waste (Scotland) Regulations 2012
- ◆ The Climate Change (Scotland) Act 2009
- ◆ BS8901 — Make your event sustainable
- ◆ BS8903 — Procuring sustainably
- ◆ ISO20121

There are a variety of reports on how recent mega events have provided a sustainable event and legacy, eg The South Africa World Cup 2010, the Delhi Commonwealth Games 2009 and the London Olympics 2012. It is recommended that learners study one of the events and note the legacy from it.

In recent years consumers have come to demand more from suppliers and organisers with regards to their commitments to the environment and socio cultural impacts. They will have opinions on procurement, food and beverages, transport, promotional materials, employment, access to the events, etc.

Most businesses want to make a profit but as most events are for celebratory purposes or for the wider society events need to minimise their environmental impacts and maximise their socio cultural and economic benefits. This means that most organisations involved in the industry should have a corporate social responsibility (CSR) policy. This can help to avoid 'greenwashing' which is where companies will use terms, eg 'eco' to infer they are 'green' but may not be entirely true to the principles.

As well as the part played by the Scottish Government in promoting sustainability in the events industry other external groups and bodies also influence policy and practices including:

- ◆ EventScotland
- ◆ Creative Carbon Scotland
- ◆ Resource Efficient Scotland
- ◆ Zero Waste Scotland
- ◆ Soil Association Scotland
- ◆ Scottish Environment Protection Agency (SEPA)
- ◆ Creative Scotland
- ◆ Fair Trade
- ◆ Earth Council
- ◆ WWF for nature

## Higher National Unit Support Notes (cont)

**Unit title:** Events: Principles and Practices of Sustainable Development (SCQF level 7)

### Outcome 3

This Outcome is concerned with how sustainability is being promoted and practised within the events industry and learners should be aware of examples of how some festivals and events are embedding sustainability. The EventScotland website has case studies of sustainable events which highlight recently used initiatives. The EICC, The Beardmore Hotel and Conference Centre and Highgrove House all provide excellent formative learning material.

With regards to the strategies to be implemented pre, during and post the event the learner should consider.

**Marketing and Promotion** — websites, emails, paper used/recycled, merchandising, delegate packs, ticketing — signage, customer feedback.

**Venue** — location and transport links, set up and construction, energy use and emissions, policy and procedures, waste management, eg reduce, reuse, recycle, repair and refill.

**Staff and volunteers** – access, equality, payment, training, knowledge and skills.

**Legislation** — relevant, current and emerging.

**Procurement** — inhouse or outsourcing of resources.

**Catering** — local produce, organic and fairtrade, portion control, waste disposal.

### Guidance on approaches to delivery of this Unit

This Unit is primarily intended for learners with little knowledge of sustainability in the events industry and the focus is on giving learners a breadth of knowledge on the principles and practices of Sustainable Development. The intention is to introduce learners to the main issues, trends and drivers with regards to sustainability and the impact on the events industry as a whole.

A variety of teaching and learning approaches can be taken with this Unit which could include guest speakers from relevant organisations, eg Zero Waste Scotland, Creative Carbon Scotland, Scottish Fair Trade Forum. A site/venue visit to observe sustainable practices in place, attendance at an event, structured worksheets, case studies (there are a number on the EventScotland website), practical activities, internet research and group presentations. Websites can be used to support the research and provide detail for learners. Access to online newsletters will also provide up to date industry news.

It would be recommended to deliver the Outcomes in the order they are written.



## Higher National Unit Support Notes (cont)

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### Guidance on approaches to assessment of this Unit

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.

It is recommended that Outcome 1 and 2 are assessed by a case study and the evidence required sampled from the knowledge and skills. This evidence can be presented as part of a report, or in response to a specific question or questions. Each learner will need evidence to show that she/he can explain the key principles of sustainability and explain factors driving the 'sustainability' growth trend within the events industry.

Evidence should be generated through assessment in supervised conditions. Where a case study, stimulus material or real life situation is used, learners may be given a copy of it 7–10 days before the assessment. Learners may bring a copy of the case study to the assessment, along with any notes that they have made. They may not bring textbooks, handouts or other material not prepared by themselves. Their notes should be handed in at the end of the assessment. This assessment should cover **one** bullet point from the Evidence Requirements in Outcome 1 and **three** bullet points from the Evidence Requirements in Outcome 2.

To ensure that learners will not be able to foresee which items they will be questioned about, a different sample of the Knowledge and/or Skills items is required each time the Outcomes are assessed. Learners must provide a satisfactory response to all four items.

All of the content must be taught and any resit attempt must select from different knowledge and skills.

Outcome 3 may be assessed by a practical assignment where the learner is required to prepare a report for a client on the sustainable practices and strategies that could be implemented when organising and running an event. This should be conducted under open-book conditions and should be between 1,000 and 1,500 words.

There may be opportunities for integration with the Unit H91M 35 Managing an Event, Outcomes 2 and 3 where the learners have to organise and run an event.

## Higher National Unit Support Notes (cont)

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### 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).

### Opportunities for developing Core and other essential skills

Essential Skills — whilst undertaking this Unit learners will develop skills that will support employability, develop confidence, independent learning and citizenship, as they research and learn the key concepts of the Unit.

By undertaking this particular Unit learners will have developed full knowledge and skills regarding sustainable development policies and practices that can be employed both on a business and personal level.

Core Skills — This Unit has the potential to develop the *Problem Solving* component of Critical Thinking, as learners need to identify and analyse how sustainability is promoted and practised in the events industry. They may also be able to develop the aspect of Review and Evaluation.

In addition, as learners are undertaking a report/assignment in this Unit they will be developing aspects of the Core Skills in *Communication*. Where specific learning and teaching approaches are adopted, learners who use the internet for searches for the report/assignment then present it using different types of software will be developing aspects of the Core Skill in *Information and Communication Technology (ICT)*.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	28/07/2015

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## General information for learners

### **Unit title:** Events: Principles and Practices of Sustainable Development (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.

The purpose of this Unit is to introduce you to the impact of sustainable development principles on the socio cultural, economic and environmental Outcomes of the events industry. It will allow you to recognise and understand the key elements and drivers of sustainable development, and the influence of government, external groups, relevant and current legislation and emerging standards and practices on the industry as a whole.

During the course of this Unit you will develop knowledge and skills in understanding how sustainable development practices are impacting on the events industry and how festivals and events are employing these practices to best effect. You will be expected to have an awareness of how legislation and directives are influencing policy and on how events are organised and run. You will also be expected to understand the role that lobby and interest groups play as well as the effect of consumers and their heightened awareness and expectations which have an impact on festivals and events.

You will learn from a variety of teaching approaches including independent and group work. You will be encouraged to visit venues to observe sustainability initiatives and you will be encouraged to sign up to online newsletters and visit relevant blogs to update and consolidate your knowledge and understanding of this subject area.

You may be assessed in a variety of forms including short response questions, case studies and reports. In order to meet a variety of learning styles some assessment may be undertaken in open-book conditions and some under supervised conditions.

In addition to gaining the knowledge and skills for this Unit on successful completion you should also have developed essential skills in employability and citizenship as well as Core Skills in *Problem Solving, Communication and Information and Communication Technology (ICT)*.