



Higher National Unit specification

General information

Unit title: Events: Contemporary Issues and Influences
(SCQF level 8)

Unit code: H91H 35

Superclass: BA

Publication date: April 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit will give the learner with an understanding of the role of a range of contemporary issues and influences in the Event Management industry. It will examine the role and impact of governments on the industry, and in addition explain how various organisations and agencies in the public, private and voluntary sectors have influence in delivering local, national and international events.

Furthermore an insight will be given into the political, economic, socio-cultural, environmental and technological factors affecting the future of the industry by focussing on trends for large scale events.

Outcomes

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

- 1 Analyse government involvement in Events in the UK.
- 2 Investigate Third Sector involvement in the Events Industry in the UK.
- 3 Investigate current issues and trends for large scale events.

Credit points and level

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

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However it would be useful if learners had skills in written communication and a reasonable knowledge of the Events Industry.

This may be achieved by possession of the following:

- ◆ English at SCQF level 6
- ◆ *XXXX XX Events Industry: An Introduction*

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.

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.

Higher National Unit specification: Statement of standards

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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

Analyse government involvement in Events in the UK.

Knowledge and/or Skills

- ◆ The reasons for government involvement in events
- ◆ The nature and extent of government involvement within the UK
- ◆ Policy approaches towards Events industry within the UK

Outcome 2

Investigate Third Sector involvement in the Events Industry in the UK.

Knowledge and/or Skills

- ◆ Third sector involvement in Events
- ◆ Importance of events to Third Sector organisations
- ◆ Volunteering at events in the Third Sector

Outcome 3

Investigate current issues and trends for large scale events.

Knowledge and/or Skills

- ◆ Influences and trends of global media coverage
- ◆ Contemporary trends associated with large scale events
- ◆ Current issues for Governing bodies delivering large scale events
- ◆ The bidding process for large scale events

Higher National Unit specification: Statement of standards (cont)

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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:

Outcome 1

- ◆ Discuss reasons for central and devolved Government involvement in Events.
- ◆ Describe the reasons for Local government involvement in Events.
- ◆ Compare government approaches within the UK.

Outcome 2

- ◆ Describe the scope of events in the Third Sector.
- ◆ Explain the importance of events for the Third Sector and the organisation of these.
- ◆ Analyse the concept and importance of volunteering at Third Sector events.
- ◆ Investigate the events provision for one national charity.

Outcome 3

- ◆ Analyse media influences and involvement in large scale events.
- ◆ Describe trends in broadcasting large scale events.
- ◆ Discuss current online and subscription media trends.
- ◆ Explain current trends in host country selection.
- ◆ Describe the bidding process for one large scale sporting event and analyse the reasons why the host city wanted to stage the event.
- ◆ Investigate one contemporary issue concerning a governing body.



Higher National Unit Support Notes

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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

For an increasing amount of countries, events are seen as a tool to drive economic and social change. This can be identified through increased government focus and involvement in events at local government and national level. The purpose of this Unit is to give students an understanding of contemporary issues and influences such as government involvement the role of public, private and third sector organisations and the impacts and trends of large scale events.

Outcome 1 will focus on the reasons, nature and extent of government involvement in events.

Larger events, as part of national tourism strategies are seen more and more as a tool for attracting incoming tourism. Much of the focus will be on comparisons between the countries in the UK and the extent to which government in the UK supports the events. At a local level also events are becoming a feature of tourism strategy. At this level there will be less government involvement in terms of funding but planning and provision of facilities and venues will play a part. Any investigation should acknowledge the reasons for involvement, and the extent of inclusion of events in national tourism strategies.

Also at a local level Local Authorities play an important part in the development, promotion and provision for events. The reasons for this involvement should be discussed and comparisons drawn between more proactive Local Authorities and those where events and event marketing are less developed. The events industry is forecast to grow significantly as part of a strategy to increase tourism. This will have an effect on jobs and the economy in areas where events can develop and grow as well as a net effect on a country's economy. The events industry is very fragmented and there are many different sectors and organisations who have a part to play.

Outcome 2 should investigate the third sector involvement in the events industry. A focus should be made on investigating the size and scale of the events industry. Events are increasingly used to raise awareness and funds for charities. Charities will have a wide range of events at local and national level and these require key personnel to deliver them. Employment trends and positions should be investigated.

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Volunteering is not a new phenomenon but is a significant factor in delivering Third Sector events. The concept of volunteering should be explored with learners explaining current trends and issues.

Outcome 2 could be delivered using a case study of a charity as a base to explore the topics.

Outcome 3 will look at large scale sporting events. These events are increasingly seen as drivers for investment in infrastructure and regeneration of host cities although this has not always been so. Governing bodies have a major role to play in deciding the future hosts of these events and trends can be identified in terms of country selection.

The media has a major role in determining the scheduling and popularity of these events. This section should analyse the reasons media involvement as well as trends in media broadcast which might include social media.

Inclusiveness is a feature of most large scale events and this has to do with equality as well as access for competitors, trends in 'para' sports and also in volunteering at major events. It is important to look at the macro environment in terms of large scale events therefore trends such as regeneration, infrastructure improvement, legacy and extended break tourism should be discussed.

Guidance on approaches to delivery of this Unit

Outcome 1 could start with an overview of local and central government involvement on events. This should include developing an understanding of the links between national strategy and regional goals. Individual investigation of the impact events have on tourism spend, positive impacts on infrastructure including transport and venues and some of the positive social impacts of events could be explored.

Teaching could focus on the UK or Scotland with one further country being included. Group work could be adopted for further investigation of other countries with students presenting findings to peers.

Outcome 2 should begin with an overview of the industry on Scotland with any relevant UK bodies included. Learning in the initial stages should reflect the wide range of organisations involved in events with some perspective on the size and scope of the industry.

A case study approach might be considered for assessment and it would be good to address some of the knowledge and skill required with a similar approach in teaching. One approach might be to create a fictional new event that is intended to become a major hallmark event. Students could represent organisations from different sectors and debate what involvement they could have in the development of the event. This could take the form of a planning meeting where organisations gather round the table to discuss ideas.

Examples of organisations could be Volunteer Scotland, Event Scotland, Visit Scotland, Local Authority, STA, DMO's, private event companies, venue stakeholders, Hydro, etc. A number of guest speakers from these organisations may also help reinforce in students the role they will play in the planning of such an event.

Higher National Unit Support Notes (cont)

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Outcome 3 will require input into the overall topic of large scale events in order to set the topic area. It is recommended that some of the topics here be introduced as suggested reading for students. Flipping the classroom in this context would work well as students could come to class already with a knowledge of the topics. A range of material could be sourced so that when discussing legacy for example some students may have read about Olympic legacy while others have read about Commonwealth and some about the FIFA World Cup.

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.

Outcome 1

Students may create a short report of around 1000 words which outlines the level of involvement at local and central government levels in the events industry. The report would be open-book and should include a comparison between the countries within the UK.

Outcome 2

Outcome 2 could be assessed with learners creating a case study of a national charity on a fictional event. The assessment would be open-book and created over a number of weeks. The case study could be around 1500 words and would detail how various organisations might become involved in the proposed event

Outcome 3

Outcome 3 may be assessed by learners producing a presentation on the trends and issues of large scale events. The material could be presented on posters or as an electronic presentation.

Opportunity for combined assessment.

Outcomes 1–3 could be assessed as one. Learners could create a new large scale sporting event and present their findings on the potential issues, media and government involvement and the involvement of the third sector for supported charity events based around the major event. The assessment could take the form of bringing together an exhibition on the potential for a large scale sporting 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.

Opportunities for developing Core and other essential skills

The delivery and assessment of this Unit allows students to develop the Core Skill of *Problem Solving* including critical thinking, investigation and evaluation. The general skill required is the ability to analyse and compare situations or issues. Opportunity is given to develop *Working with Others* where group work activities are provided.

Written and aural communication are developed through extended writing, reading complex papers and presenting results of research.

This Unit allows students to explore employability in terms of job roles and the scope of employment within the industry. Approaches to enterprise are included where students are required to create a new event and state to what extent organisations would be involved.

If assessment for this Unit is combined with sustainability then this will allow students to look at the creation of a new event with this as a main feature.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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 looks at the various organisations involved in events and the reasons for their involvement. Governments are increasingly seeing the benefit of events in developing infrastructure, improving the economy and providing social change.

During this Unit you will learn about government involvement in events at both a local and national level and the reasons for this. You will also look further afield for an international perspective on events. You will look closely at the various organisations in the private, public and third sector who are involved in events and you will learn about large scale events, their impacts and trends.

You will develop skills in analysing and investigating why the industry is so diverse and also why events are seen as an important part of the tourism economy. In Outcome 1 you will compare and contrast government involvement in events in Scotland and other countries.

Outcome 2 focusses on the various organisations involved in the events industry and how they support and complement each other. You will look at employability in the various sectors and begin to develop an understanding of the benefits of creating new events or developing existing events.

In the final Outcome you will develop skills in identifying trends in large scale events. You will look at legacy, social inclusion and the economic benefits of these events. You will also develop an understanding of the influences of media and the bidding process for events such as the World Cup and the Olympic Games.