



Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of the HNC Events. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded Unit title: Events: Graded Unit 1 (SCQF level 7)

Graded Unit code: H91P 34

Type of Project: Case Study

Publication date: August 2018

Source: Scottish Qualifications Authority

Version: 03

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Events:

General aims:

- ◆ to develop problem solving skills
- ◆ to develop study and research skills
- ◆ to develop communication skills and presentation techniques
- ◆ to develop Core Skills
- ◆ to prepare for employment in the Events industry in a supervisory level post
- ◆ to develop the learner's knowledge and skills in the main occupational areas
- ◆ to develop key transferable skills, which are relevant to the events industry
- ◆ to enable progression to study the HND Events Management
- ◆ to enable progression to study at an HEI at year 1

Credit points and level

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

Higher National Project-based Graded Unit Specification: General Information (cont)

Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

H91J 34	<i>Organising an Event</i>
H91K 34	<i>Events Industry: An Introduction</i>
H91L 34	<i>Event Legislation: Safety and Licensing</i>
F35S 34	<i>Event Budgeting and Sources of Funding</i>

Core Skills

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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 6
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Core Skill component	None
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Equality and inclusion

This Graded Unit 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 SQA's website:
www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded Unit title: Events: Graded Unit 1 (SCQF level 7)

Assessment

This Graded Unit will be assessed by the use of a project-based *case study* developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

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

The project must require the learner 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.

Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (copy)

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The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Events: Graded Unit 1 (SCQF level 7)

Evidence Requirements for this Graded Unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	Develop an Action Plan, which includes: <ul style="list-style-type: none"> ◆ identification of the key aim(s) to be completed ◆ prioritisation of the tasks ◆ proposed sources of information, research ◆ timescales for completing tasks ◆ justify the reasons why chosen research tasks have been made 	20%
	<i>The learner must meet the minimum Evidence Requirements specified above in order to pass the Planning stage and progress to the Developing stage.</i>	
Stage 2 — Developing	Produce a Case Study Report, which must include: <ol style="list-style-type: none"> 1 An analysis of the case study in terms of: <ul style="list-style-type: none"> ◆ client's needs ◆ constraints, including: financial, time, legislation, key resources, target market ◆ event operational objectives 2 A detailed event proposal for the given case study report to include: <ul style="list-style-type: none"> ◆ list events to be included and a brief outline for each per client brief ◆ financial, legal, staffing and operational solutions ◆ accommodation/venues 3 Identification of potential hazard areas with regards to Health and Safety. 4 Justification for the recommendations for this event. 	60%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Events: Graded Unit 1 (SCQF level 7)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 (cont)	<p>The report should include:</p> <ul style="list-style-type: none"> ◆ contents page ◆ findings ◆ acknowledgements ◆ references ◆ appendices 	
	<p><i>The learner 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	<p>Produce an evaluation report, which must include:</p> <ul style="list-style-type: none"> ◆ an overview of the planning and developing stages of the case study ◆ the decisions taken for the course of actions followed for the planning and developing of the project task ◆ the positive aspects of undertaking the project ◆ areas for improvement ◆ identification of knowledge and or skills that the learner has gained or developed during this process of undertaking the project 	20%
	<p><i>The learner must meet the minimum Evidence Requirements specified above in order to pass the Evaluating stage.</i></p>	

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Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum *Evidence Requirements* for the *Planning* stage *before progressing to the Developing stage before progressing to the Evaluating* stage. Learners may produce evidence over and above that specified in the minimum *Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none">♦ has sufficient evidence for the three essential phases of the project, is produced to a high standard and has quite clearly used an organised approach♦ demonstrates an accurate and imaginative interpretation of the case study♦ is highly focused and relevant to the tasks associated with the case study♦ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content♦ effectively consolidates and integrates required knowledge and skills♦ 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">♦ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard♦ demonstrates an acceptable interpretation of the case study brief♦ is focused and relevant to the tasks associated with the project brief♦ is structured satisfactorily and language used is adequate in terms of level, accuracy and technical content♦ consolidates and integrates knowledge and skills but this may lack some continuity and consistency♦ demonstrates an ability to work autonomously with reasonable support throughout the project

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: Events: Graded Unit 1 (SCQF level 7)

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

A	=	70%–100%
B	=	60%–69%
C	=	50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Higher National Project-based Graded Unit Support Notes

Graded Unit title: Events: Graded Unit 1 (SCQF level 7)

Guidance on approaches to delivery and assessment of this Graded Unit

The Graded Unit is in three parts — planning, developing and evaluating. Following the introduction of the Graded Unit it is important to emphasise that the project is the main task which includes planning, developing and evaluating.

Tutors may wish to give learners deadlines for each stage — planning, developing, and evaluation.

Learners will and should be working on this Unit with some level of support. It is good practice to record on tutorial sheets the help that learners have received, as this will affect the grade awarded.

The use of marking schemes with clear allocation of marks leading to grade decisions should be used.

The planning stage will provide the foundations for the learner to go forward with their findings. The initial research will provide adequate sources of information for the planning stage as the situation may be new to the learner. Due to the nature of the event the learner should pick up on the legal and safety implications of this event. Also the learner should be encouraged to be creative when meeting the needs of the client.

In the developing stage the learner should interpret what the client is looking for with regards to: Client Needs, Constraints, (financial, time, legislation, key resources, target market) and Event Objectives.

The learner must produce their proposals as part of the case study report.

The evaluation stage is the learner 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 learner should describe the positive aspects of the project; identifying what they have gained from this experience. It may be skills in researching topics or developing new knowledge. Finally the learner should clearly state areas for improvement — this may be time management, or by further in depth research in the planning stage providing a more successful developing stage.

Opportunities for developing Core and other essential skills

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

There are also further opportunities to develop the Core Skills of *Information Technology* and the component *Written Communication* at SCQF level 5 in this Unit.

History of changes to Graded Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	01/10/15
03	Update of Conditions of Assessment.	07/08/18

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FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

General information for learners

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The Graded Unit is a final assessment of the knowledge and skills that you have gained during your HNC.

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

This Graded Unit is a project. The project will take the form of a case study and of a factitious event. It is in three parts — planning, developing and evaluating.

The first stage is the **planning** stage of your project. You will have to think about what you know and what you do not with regards to the case study. You will have to research and find out more details about some aspects of the case study.

The next stage, is the **developing** stage and it is how you would propose to deliver the planned event. It is a proposal and you will NOT be asked to go ahead with your plans for the event.

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.