



Higher National Project-based Graded Unit Specification

General Information

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

Graded Unit title: Events Management: Graded Unit 2 (SCQF level 8)

Graded Unit code: H91R 35

Type of Project: Investigation

Publication date: April 2015

Source: Scottish Qualifications Authority

Version: 02

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner 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 learner's speed of progression within an organisation
- ◆ to develop a wider range of competences and expanded knowledge which a learner can achieve including human resource management, management of events, conference skills, business skills and marketing
- ◆ to enable learners to enhance their understanding of the events industry from a managerial prospective
- ◆ to develop key transferable skills enabling learners to investigate issues and problems relating to events management

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

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:

H91M 35 *Managing an Event*
F35T 34 *Event Legislation: Contracts and Protection*
DE3L 35 *Behavioural Skills*

Marketing Unit

F7BX 34 *Marketing: An Introduction*
OR
DG6W 34 *Principles and Practice of Selling*

Public Relations Unit

D7M8 34 *Public Relations 1 (Functions and Applications)*
OR
D7XY 35 *Public Relations 2: Planning and Implementing Public Relations Campaigns*
FK8N 34 *Public Relations: Principles and Practice*

Finance Unit

DL3A 34 *Managing Financial Resources in Hospitality*

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

Core Skill component None

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

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 Management: Graded Unit 2 (SCQF level 8)

Assessment

This Graded Unit will be assessed by the use of a project-based *investigation* 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. The project should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner'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 learner 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 learner's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

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

Graded Unit title: Events Management: Graded Unit 2 (SCQF level 8)

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	<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 	20%
	<p><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></p>	
Stage 2 — Developing	<p>The learner 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 	60%
	<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>	

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

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<p>Produce an evaluation report:</p> <p>The learner 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 learner must meet the minimum Evidence Requirements specified above in order to pass the Evaluating stage.</i></p>	20%

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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. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

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 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 	<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

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

Graded Unit title: Events Management: Graded Unit 2 (SCQF level 8)

Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ required tutor intervention to keep the investigation on track ◆ demonstrates an ability to work autonomously with reasonable support throughout the project

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.

If a learner does not achieve a pass or wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project (case study, investigation or practical assignment). In these circumstances, the highest grade achieved should be awarded.

More information on reasonable assistance, remediation and re-assessment may be found in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas* (SQA, 2008, Publication code: CA4405).



Higher National Project-based Graded Unit Support Notes

Graded Unit title: Events Management: Graded Unit 2 (SCQF level 8)

Guidance on approaches to delivery and assessment of this Graded Unit

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 learners. 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 learner logbook of these meetings should be kept; recording what discussion took place and the amount of assistance the learner received. The amount of tutor support could affect the learners 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 learner.

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 learner. 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.

Higher National Project-based Graded Unit Support Notes (cont)

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Learners 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. Learners may be tempted to jump straight into the development stage and not give sufficient time to the planning stage.

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

The learner 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 learners 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 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, developing new knowledge. Finally the learner 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.

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

History of changes to Graded Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	1/10/2015

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General information for learners

Graded Unit title: Events Management: Graded Unit 2 (SCQF level 8)

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.

General information for learners (cont)

Graded Unit title: Events Management: Graded Unit 2 (SCQF level 8)

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.