



National Unit Specification: general information

UNIT Event Organisation (SCQF level 6)

CODE F3PN 12

SUMMARY

This Unit may be delivered as part of a National Qualification Group Award or as a free-standing Unit. The Unit is intended for candidates who wish to develop knowledge and understanding of event organisation. In this practical Unit the candidate will develop an understanding of the requirements of event planning; the methods involved in implementation of events and will work with others to apply these concepts in the planning and organisation of, and participation in, a specific event. The candidate will evaluate the success of the event and the contribution of participants to this.

OUTCOMES

- 1 Produce an agreed plan for a specific event.
- 2 Implement an agreed plan for a specific event.
- 3 Evaluate the implementation of the event in relation to the agreed plan.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: BA

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CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

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.

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.

OUTCOME 1

Produce an agreed plan for a specific event.

Performance Criteria

- (a) Identify the key considerations that must be addressed in event organisation.
- (b) Identify overall aims and the specific objectives of the event.
- (c) Identify risks and issues associated with the event.
- (d) Consider the resource options and agree the resource requirements of the event, within budget parameters.
- (e) Identify the tasks, roles and responsibilities, timescales and milestones for the organisation of the event.

OUTCOME 2

Implement an agreed plan for a specific event.

Performance Criteria

- (a) Carry out the agreed allocated role as described in the plan.
- (b) Complete the agreed, allocated tasks as described in the plan.
- (c) Monitor the plan and amend appropriately in order to achieve the agreed objectives.

OUTCOME 3

Evaluate the implementation of the event in relation to the agreed plan.

Performance Criteria

- (a) Evaluate the success of the event in terms of meeting agreed objectives and milestones in the plan.
- (b) Explain how effective the allocation of tasks and roles was in influencing the Outcome of the event.
- (c) Evaluate the contribution of all participants to the successful organisation of the event.
- (d) Identify possible areas for improvement in the organisation of the event.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral recorded evidence is required to demonstrate that the candidate has met the requirements of all the Outcomes and Performance Criteria. The Outcomes for this Unit may be assessed individually.

Outcomes 1 and 2

Performance evidence and written/oral recorded evidence is required to demonstrate that the candidate has met all of the Performance Criteria. For Outcome 1, the evidence will consist of the plan for the event, together with a candidate record and an assessor observation checklist recording the candidate's individual contribution:

- ◆ outline the overall aims and the specific objectives of the event
- ◆ identify risks and issues associated with the event
- ◆ discuss the resource options and agree resource requirements, within budget allocation
- ◆ discuss and agree the tasks, roles and responsibilities, timescales and milestones for the organisation of the event
- ◆ produce a final plan which clearly sets out agreed objectives, tasks, responsibilities and deadlines for participants in the event implementation

For Outcome 2, the evidence will consist of a candidate record and an assessor observation checklist recording the candidate's individual contribution at all stages of the implementation of the plan to:

- ◆ complete the agreed, allocated tasks as described in the plan
- ◆ carry out the agreed allocated role as described in the plan
- ◆ monitor the plan and amend it appropriately in order to achieve agreed objectives

Questioning may be used to supplement performance evidence.

Outcome 3

Written and/or oral recorded evidence in the form of an individual candidate evaluation of the implementation of the event in relation to the agreed plan. This must include:

- ◆ an evaluation of the success of the event in terms of meeting agreed objectives and milestones in the plan
- ◆ an explanation of how effective the allocation of tasks and roles was in influencing the Outcome at implementation stage
- ◆ an evaluation of the overall effectiveness of the organisation of the event, highlighting strengths and weaknesses of the participants
- ◆ an identification of areas for improvement in the specific event organisation

Where the candidate provides evidence orally, the assessor must complete an assessor checklist.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes 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

The type or theme of the event selected could be contextualised to the candidate group or the programme of study being followed. It is unlikely that one individual would undertake the task of organising a specific event and more probable that the event will be organised through a group structure.

The Unit requires underpinning knowledge of the processes of planning and organising an event. However it is important that this knowledge is balanced with practical application. In order to enhance learning and personal development the evaluation of the event should be given appropriate recognition.

Teacher/lecturer input should provide sufficient basic information to allow the candidates to apply the theory. The application of that theory will then be developed through group discussion and group and individual activities facilitated and guided by the tutor.

Depending on the size of the group and the size of the event the group may work as one large group, working in a series of subgroups each under the management of a team member, or the group may be divided and be involved in the organisation of several different events. Whichever system is used, it is important the each individual team member has a role to fulfil in order that they can contribute meaningfully to the group exercise and gather evidence of performance to be evaluated in Outcome 3.

Example of items within specific Performance Criteria include:

Outcomes 1, 2 and 3

Aims:	fund raising, social, leisure, work related, fun, awareness raising, information dissemination, promoting or selling products/services or a mixture of these.
Objectives:	SMART (Specific, Measurable, Achievable, Realistic, Timebound)
Risks/Issues:	distinctive features of events, clear cut start and finish points, fixed absolute deadlines, one-off organisation, normally on top of other work, greater risks and opportunities, size of event, whether competitive, health and safety.
Resources:	cost, funding, availability of facility, equipment, human resources, communication.
Tasks:	tasks allocated and undertaken, attendance at meetings, minutes kept, letters/memos sent, duties undertaken on the day, maintenance of quality and standards, facility brought back to original condition.

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Contribution of members: tasks allocated and undertaken, attendance at meetings, minutes kept, letters/memos sent, duties undertaken on the day, duties undertaken prior to and after the event, strengths and weaknesses.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The underpinning knowledge for this Unit may be developed through the use of case studies, visits to events, guest speakers, written and visual materials and DVDs.

Outcome 1 and 2

Learning and teaching input should include the identification of the possible aims and objectives of an event, in addition to the issues associated with, and the resource requirements of event organisation. These will then be applied practically to a specific event.

Learning and teaching input in relation to the preparation of an event implementation plan may include the development of the following:

Awareness of theoretical knowledge of event planning and the key considerations:

Meeting skills:	for example, chairing meetings, note taking, agendas
Writing skills:	for example, letters, memos, minutes, diary/logbook, publicity materials
Planning skills:	for example, decisions to be made, how to compile a plan, use of Gantt charts, task sheets, action plans
Setting milestones:	for example, how to determine timescales
Negotiation:	for example, how to allocation of duties and responsibilities

These skills will then be applied practically in the planning and running of an actual event

Outcome 3

Learning and teaching input may enhance the development of the following which will then be applied to analyse the effectiveness of the plan:

- ◆ event evaluation methods, eg the achievement of objectives, efficiency and effectiveness of the plan, achievement of professional standards
- ◆ personal evaluation methods, eg self evaluating strengths and weaknesses
- ◆ peer evaluation, eg contribution, strengths and weaknesses

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Achievement of this Course gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

Core Skill component None

However, there may be opportunities to gather evidence towards the Core Skills of:

- ◆ Communication:
 - Written: eg through the production of minutes, letters, memos, reports, plans, marketing materials
 - Oral eg: through participation in meetings and briefing and de-briefing sessions.
- ◆ Problem Solving:
 - Planning and organising: the pre and event planning and its implementation
 - Reviewing and evaluating: the post-event de-briefing and self-evaluation of performance
- ◆ Working with Others: the practical teamwork involved in planning and running the event

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

This Unit is based on the practical application of theory demonstrated by candidates through the selection, planning, running and evaluation of an actual event. Use should be made of direct evidence such as:

- ◆ recording of discussions and meetings
- ◆ assessor checklists to ensure the achievement of the planned objectives and deadlines
- ◆ individual and group performance during the planning and running of the event

Candidates should be encouraged to keep a log book/diary to aid the completion of the candidate record required to achieve Outcome 2 and the evaluation required to achieve Outcome 3. They should also keep evidence of their participation in discussions and meetings and any product evidence produced in the planning, implementation and running of the event. This may be presented as a folio of additional evidence which may contain some of the following: minutes of meetings, copies of risk assessments, notes of costs, copies of letters, emails, memos, planning schedules, examples of promotional materials produced.

The above could be supported by product evidence such as:

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- ◆ the event implementation plan
- ◆ assessor checklists
- ◆ candidate evaluation forms

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>).

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 5 embedded.	30/09/2011
03	Assessment Support Pack statement deleted as there is no ASP for this Unit.	05/10/2012
04	<i>New Assessment Support Pack now available on the secure site</i>	06/12/22