



National Unit Specification: general information

UNIT Event Organisation (SCQF level 5)

CODE F5A3 11

SUMMARY

This Unit is designed to allow candidates to develop knowledge and skills regarding the practicalities of organising an actual event. It develops an understanding of the pre-planning processes of event organisation, the implementation of a planned event and the evaluation of the processes, roles and individuals involved in the organisation of an event.

On completion of the Unit, candidates will have had the opportunity to work with others as part of a team. Candidates will be required to take on an agreed role with agreed responsibilities. Candidates will be encouraged to foster a positive attitude to learning and the workplace through reviewing and evaluating their own contribution and identifying action points for improvement.

This Unit is suitable for candidates who have no previous experience of event organisation.

OUTCOMES

- 1 Working as a member of a team produce an appropriate plan to be used to organise an event.
- 2 Negotiate and agree appropriate responsibilities, roles and relationships between team.
- 3 Contribute to the implementation of the event while working as a member of a team.
- 4 Review and the effectiveness of own and overall contribution to the planning and running of the event.

RECOMMENDED ENTRY

Entry is at the discretion of the Centre.

Administrative Information

Superclass: BA

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**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.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

- ◆ Complete Core Skill Working with Others at SCQF level 4
- ◆ Core Skill components None

This Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communications (SCQF level 4)
- ◆ Problem Solving (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

CONTEXT OF DELIVERY

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>).

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

Working as a member of a team produce an appropriate plan to organise an event.

Performance Criteria

- (a) Identify a range of suitable events to meet the needs of a specified brief.
- (b) Agree a suitable event with members of the team.
- (c) Agree on a suitable venue for the event with members of the team.
- (d) Identify and agree essential resources required for the event.
- (e) Agree an appropriate method of publicising the event.
- (f) Contribute constructively to team planning discussions throughout.

OUTCOME 2

Negotiate and agree appropriate responsibilities, roles and relationships between team.

Performance Criteria

- (a) Negotiate and agree appropriate roles and responsibilities for each member of the team.
- (b) In the agreed role, organise essential resources for the event.
- (c) In an agreed role contribute to publicising the event.
- (d) Co-operate with team members throughout.

OUTCOME 3

Contribute to the implementation of the event while working as a member of a team.

Performance Criteria

- (a) Carry out role as agreed with the members of the team.
- (b) Interact with those attending the event in an open, helpful, positive and welcoming manner.
- (c) Gather and record feedback from those attending the event.
- (d) Adhere to all appropriate legislation throughout.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Review and the effectiveness of own and overall contribution to the planning and running of the event.

Performance Criteria

- (a) Review the effectiveness of own contribution to the planning and running of the event.
- (b) Take account of feedback from others as part of this review.
- (c) Identify strengths and weaknesses of own contribution to planning and running events.
- (d) Identify areas for improvement in own contribution to planning and running events.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence is required for this Unit.

- ◆ written/oral and performance evidence is required to show the candidate's contribution to the planning of the event

Outcome 1 — Written and/or Oral Evidence and Performance evidence, supplemented with an assessor's observation checklist

Candidates will be required to produce evidence of their contribution to the planning of the event. This evidence will include:

- ◆ list of suitable events that the candidate has identified
- ◆ copy of the team plan
- ◆ an assessor observation checklist confirming that the candidate has agreed to:
 - a suitable event with members of the team
 - a suitable venue for the event with members of the team
 - essential resources required for the event
 - a method of publicising the event
 - having contributed constructively to team planning discussions throughout

Evidence should be gathered in supervised conditions at an appropriate point in the Unit.

Outcome 2 — Performance Evidence

Candidates will be required to participate as a member of a team to organise the resources for the event under supervision and at an appropriate point in the Unit. Performance evidence will be supported by an assessor checklist that the candidates have:

- ◆ negotiated and agreed appropriate roles and responsibilities for each member of the team
- ◆ in the agreed role, organised essential resources for the event
- ◆ in an agreed role contribute to publicising the event
- ◆ cooperated with team members throughout

National Unit Specification: statement of standards (cont)

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Outcome 3 — Performance Evidence

Candidates will be required to demonstrate that they are able to:

- ◆ arrive on time for own role in the event
- ◆ carry out role as agreed with the members of the team
- ◆ interact with those attending the event in an open, helpful and positive manner
- ◆ gather and record feedback from those attending during the event
- ◆ adhere to all appropriate legislation procedures throughout

An assessor observation checklist must be retained to provide evidence that the candidate has carried out the agreed tasks and contributed to the running of the event.

Outcome 4 — Written and/or Oral Evidence

Candidates will be required to produce evidence that they have:

- ◆ reviewed the effectiveness of own contribution to the planning and running of the event
- ◆ taken account of feedback from others as part of this review
- ◆ identified strengths and weaknesses of own contribution to planning and running the event
- ◆ identified areas for improvement in own contribution to planning and running the event
- ◆ all evidence will be gathered in open-book supervised conditions at appropriate points during the Unit

National Unit Specification: support notes (cont)

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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

This Unit is a mandatory Unit in the National Certificate Group Award in Administration at SCQF level 5 but can also be used as a free-standing Unit.

The Unit requires underpinning knowledge of the processes of planning and implementing 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.

Outcome 1

Candidates should work as one team or in smaller groups to use a range of information to identify the types of events they could organise. The briefs could be based on the following examples:

- ◆ charity fundraising event
- ◆ information event

Candidates should be aware of various issues when choosing a suitable event. These issues could include:

- ◆ available resources
- ◆ venue
- ◆ number and type of people involved
- ◆ health and safety
- ◆ who has to be notified about the event
- ◆ other events on at same time
- ◆ deadlines and time constraints
- ◆ publicising the event

Once they have agreed and decided on the event, they can then progress to identifying and agreeing on a venue and then preparing a plan for the event. A series of pro forma could be used to facilitate this. Candidates will also need to identify resources and how to source them. They will need to take into account the quality and standard, types, costs and delivery implications.

National Unit Specification: support notes (cont)

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Outcome 2

Candidates will be required to work as a member of a team and participate in organising the resources for the event. They will need to negotiate and agree roles and responsibilities for each member of the team, identify what is required by way of resources and how to ensure that these are available for the event. Checklists could be drawn up to facilitate this. The team members will also have to consider how they are going to publicise their event and how they are going to capture customer feedback in order to inform their review and evaluation of the event.

Outcome 3

Candidates should work in their teams on the day of their event and each member of the team should carry out their role as agreed at the planning stage. In their role they should ensure that all resources and equipment identified at the planning stage are ready for the event. Candidates should set up the venue and adhere to any appropriate legislation. As a team, candidates will run the event with the support of their lecturer. Candidates should interact positively with team members and customers and gather and record feedback from customers.

Outcome 4

Candidates should review the effectiveness of their own contribution to planning and implementing the event. This should be completed using feedback from customers and others and will inform the basis for identifying their strengths and weaknesses and then reviewing how their contribution could have been improved.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Initial teaching methods should include discussing the briefs for the event, and the possible types of event that could be organised. The use of case studies, handouts, reference books and research on the internet could be used to let candidates explore the range of possibilities.

Visiting speakers could be invited to talk to candidates in order to provide up-to-date information which meets industry standards and practices.

When the candidates come to organise their event it will be necessary for teachers/lecturers to provide guidance and support. This will include providing guidance regarding the considerations involved in organising events, planning tasks, marketing, equipment, costing, staffing, etc.

Candidates should be encouraged to work in a team to plan and carry out the event and to review their individual contribution to the event.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ group discussion
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection and evaluation

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in:

- ◆ discussions
- ◆ planning as a member of a team
- ◆ carrying out practical activities as a member of a team

These are good opportunities for developing aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Problem Solving

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

This Unit is based on the practical application of theory demonstrated by candidates through the selection, planning, running and evaluation of an actual event.

A suitable instrument of assessment would be a practical assignment.

Candidates should be encouraged to keep a log book/diary to aid the completion of Outcomes. This should include such items as evidence of their participation in discussions and meetings and any product evidence produced in the planning, implementation and running of the event. This may take the form of minutes of meetings, copies of risk assessments, notes of costs, copies of letters, emails, memos, planning schedules and examples of advertising materials used.

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)*.

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).