

Next Generation Higher National Unit Specification

Organising and Delivering a Physical Activity or Health Event (SCQF level 8)

Unit code: J6EF 48
SCQF level: 8 (8 SCQF credit points)
Valid from: session 2022–23

Prototype unit specification for use in pilot delivery only (version 1.1) June 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

Learners develop and apply the knowledge and skills to participate in the planning, promotion, delivery and evaluation of a physical activity or health event. They learn how to produce an event proposal, taking health and safety and legal requirements into consideration.

Applying the skills and procedures of event organisation, learners participate in developing planning and promotional materials for their chosen event. They run their event and evaluate its success.

The unit is suitable for learners who want to develop their knowledge and experience of organising and delivering physical activity or health events.

Entry requirements and progression routes

Entry to this unit is at your centre's discretion. Learners do not need to have experience in the physical activity or health sector. However, we recommend learners have some experience in a sport and/or fitness environment and have communication skills equivalent to at least SCQF level 5.

The unit is a part of the Higher National Certificate (HNC) in Physical Activity and Health. Learners can progress from this group award to:

- ◆ Higher National Diploma (HND) Physical Activity and Health at SCQF level 8
- ◆ local agreements for advanced entry into university degree programmes

Unit outcomes

Learners who complete this unit can:

- 1 explain the procedures involved in proposing an event
- 2 participate in the planning and promotion of an event
- 3 participate in the delivery of an event
- 4 evaluate the planning, promotion and delivery of an event

Evidence requirements

Learners must provide evidence to show they can complete the following outcomes.

Explain the procedures involved in proposing an event (outcome 1)

Learners must produce an events proposal. They must produce a written report, of a maximum of 800 words, in open-book conditions.

Learners must:

- ◆ Propose a physical activity or health-related event and explain the rationale for its selection.
- ◆ Explain the aims and objectives of the proposed event.
- ◆ Explain the health and safety and legal considerations for their proposed event.
- ◆ Explain specific roles and responsibilities for the proposed event and the skills best suited for these roles.

Participate in the planning and promotion of an event (outcome 2) and participate in the delivery of an event (outcome 3)

We recommend you combine evidence for outcomes 2 and 3 and assess them holistically.

Learners must:

- ◆ Create a portfolio of evidence.
- ◆ Deliver a presentation where each individual team member discusses how they contributed to the organisation and delivery of the event.

Participate in the planning and promotion of an event (outcome 2)

Learners must produce evidence of the planning of the event, including:

- ◆ an action plan and running order of the event
- ◆ record of roles and responsibilities
- ◆ floor plans, if appropriate
- ◆ preparing a contingency plan
- ◆ records of planning activities including emails, letters and meeting records
- ◆ budget overview, if appropriate

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- ◆ a completed risk assessment
- ◆ an equipment checklist
- ◆ a minimum of two promotional methods
- ◆ a minimum of two suitable promotional materials

Participate in the delivery of an event (outcome 3)

Learners must:

- ◆ Participate in a pre-event brief.
- ◆ Operate effectively in their designated role(s).
- ◆ Demonstrate professional behaviour and effective customer care skills.
- ◆ Use a work schedule and running order and amend where and when appropriate.
- ◆ Participate in a post-event debrief.

Evaluate the planning, promotion and delivery of an event (outcome 4)

Learners evaluate the planning, promotion and delivery of their chosen event, including their own contribution to it. They must produce an individual evaluation in the form of a written report, of a maximum of 600 words, in open-book conditions.

Learners must:

- ◆ Select and use appropriate evaluation techniques.
- ◆ Evaluate their personal contribution to the event.
- ◆ Evaluate the effectiveness of the event plan, promotion and delivery.
- ◆ Identify two recommendations of how the event could have been improved.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

| Knowledge | Skills |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ event ideation ◆ different types of physical activity or health events ◆ event aims and objectives ◆ health and safety legislation when planning events ◆ legal considerations when planning events ◆ the marketing mix (4Ps, 5Ps or 8Ps) ◆ skills sets and job roles ◆ different roles and responsibilities in event planning ◆ how to risk-assess events | <p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ use ideation to generate different event proposals ◆ select an event and explain why they chose it ◆ develop an event proposal ◆ identify aims and objects of an event proposal ◆ identify appropriate health and safety legislation for a chosen event ◆ identify appropriate legal considerations for a chosen event |
| <p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ planning documentation ◆ operational schedules ◆ how to apply finances and budgets ◆ promotional materials ◆ applications to design promotional materials ◆ methods of communication when organising an event ◆ contingency planning | <p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ work effectively with others to meet overall aims and objectives ◆ work effectively with others to plan and promote an event ◆ develop promotional materials ◆ maintain appropriate records ◆ risk-assess events |

| Knowledge | Skills |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ resource management ◆ customer care ◆ individual and team roles | <p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ communicate with stakeholders ◆ use work schedules ◆ manage risk ◆ demonstrate appropriate behaviour ◆ apply health and safety practices ◆ use resources and venue space effectively |
| <p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the benefits of evaluating event planning, promoting and delivery ◆ methods and procedures involved in event evaluation ◆ how to make recommendations for improvements | <p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ evaluate their personal contribution in relation to planning, promoting and delivery ◆ evaluate event success |

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the physical activity and health sector.

Self-management

This meta-skill includes:

- ◆ focusing: completing risk assessments
- ◆ adaptability: creating a contingency plan and reacting to situations as they arise during the event
- ◆ initiative: responding to changing situations and unforeseen circumstances

Social intelligence

This meta-skill includes:

- ◆ communicating: receiving information, listening, giving information when working with peers and stakeholders using written or verbal methods
- ◆ collaborating: relationship building, teamworking and collaboration when working with peers and stakeholders to plan, promote and deliver the event
- ◆ leading: carrying out tasks in the organising or delivery phase of the event

Innovation

This meta-skill includes:

- ◆ creativity: designing promotional materials
- ◆ critically thinking: developing ideas, proposals and event plans while considering any barriers around these and how to overcome them

Delivery of unit

This is an optional unit in the Higher National Certificate (HNC) Physical Activity and Health and in Year 1 of the Higher National Diploma (HND).

The notional design length is 40 hours, however, the amount of time you allocate to each outcome is at your centre's discretion.

We recommend you deliver this unit as a stand-alone unit.

Learners can apply skills they develop from other HNC Physical Activity and Health units, especially if their chosen event is designed around health awareness.

Additional guidance

The guidance in this section is not mandatory.

Learners can organise an event on their own, in a small group of around six, or as a whole class. We strongly recommend learners work in a group as opposed to working on their own.

The individual, group or class can choose their event, or you can choose it for them — for example if your centre organises an annual event such as a health awareness day, a 5k run or a careers fair.

Learners and centres can develop and improve partnerships with local community stakeholders. For example, learners could organise a health day or week for a local school, or partner with a local gym and organise a fitness event or competition.

Learners can use this unit to work towards the Health Navigator National Occupational Standards (NOS). To do this, learners need to organise a health awareness event, such as a health awareness day in which they partner with local charities and organisations to promote health and raise awareness of topics such as:

- ◆ smoking cessation
- ◆ safe alcohol limits
- ◆ improving mental health
- ◆ increasing physical activity levels

A health awareness event allows learners to cover parts of:

- ◆ Topic 1: care, communication and relationships
- ◆ Topic 3: health, activity and lifestyle
- ◆ Topic 4: partners, pathways and signposting

Approaches to delivery

Explain the procedures involved in proposing an event (outcome 1)

Learners explore various types of physical activity or health events and reflect on events they have attended. You can give learners different event examples, such as competitions or tournaments, training camps, coaching courses, sponsored events, educational events, social inclusion events or participation-focused events.

Learners look at the aims and objectives of different types of events and consider the type of event they want to organise, reflecting on examples raised.

You can introduce the marketing mix using the 4Ps, 5Ps or 8Ps:

- ◆ 4Ps: promotion, product, place, pricing
- ◆ 5Ps: promotion, product, place, pricing, people
- ◆ 8Ps: promotion, product, place, pricing, people, process, physical, programming

This allows learners to begin to:

- ◆ consider the type of event they want to plan
- ◆ explain why they chose the event based on the marketplace
- ◆ consider what they want to achieve from their event

Outcome 1 introduces learners to the importance of health and safety when planning an event and the key legal considerations. It can be helpful to invite your centre's health and safety representative to talk about health and safety and some of the processes and procedures in risk assessing.

Learners develop knowledge of the various roles and responsibilities involved in planning and organising an event and the key skills of each role. Inviting guest speakers who are involved in organising physical activity or health related events to speak to learners can improve their learning experience.

Participate in the planning and promotion of an event (outcome 2)

Outcome 2 allows learners to take on an events role as part of a team and contribute to the planning of an event. Depending on the size of the group organising the event, learners can share roles in the team, have independent roles, or if the group is smaller, take on multiple roles.

Learners develop an action plan that should include the processes they need to follow each week to successfully organise the event.

You can give learners a template to use to record their meetings and discussions. Learners can also present any correspondence relating to the organisation of the event, including emails or letters, as evidence. If they set up various stalls or activities in a space or environment, they can present a floor plan as evidence. If the event planning doesn't require for a floor plan, then this does not need to be presented.

The event organisers create a running order for the day as well as a contingency plan and a list of equipment required. They must also present an appropriately completed risk assessment as part of their evidence. If the event requires expenses or revenue, learners should apply and present a budget spreadsheet.

Learners explore various methods used to promote events including posters, flyers, small advertisements and social media posts. You can encourage them to compare real life examples of these approaches so they can decide on the best promotional approach for their event and why they are using that approach. You could introduce learners to different design applications. Learners must create the promotional materials and present them as evidence. Learners can also take pictures of where promotional materials were published or located as further evidence.

Participate in the delivery of an event (outcome 3)

Outcome 3 allows learners to work as part of a team. They take part in a pre-event briefing session and then work together to run the event.

Learners should show that they have good customer care skills and try to manage the expectations of the various stakeholders. Learners apply operational management techniques, such as dealing with conflict, assertiveness, time management and prioritisation, as well as contingency planning.

Learners should follow policies and procedures and adhere to legislation and health and safety requirements.

To receive feedback from event attendees and stakeholders, learners can distribute questionnaires on the day of the event or send out an online survey following the event. Learners should prepare these before the event. The feedback learners receive can help them evaluate their event and recommend how to improve it.

Evaluate the planning, promotion and delivery of an event (outcome 4)

You should assess outcome 4 individually, using either a written report under open-book conditions or using an evaluation template with space to write in. Learners evaluate their own contribution to the event organisation as well as evaluating how effective the overall planning and promotion of the event was.

Encouraging learners to use feedback from event attendees and stakeholders can help them make a balanced evaluation. Learners must also reflect on the planning and promotion of the event and provide two recommendations on how the event could have been improved.

Approaches to assessment

Explain the procedures involved in proposing an event (outcome 1)

For outcome 1 each individual learner must submit their own evidence. They must produce an events proposal that shows they understand key event planning activities, and the job roles within an organisational team and the skills that best suit the job roles. Learners must produce a written report as evidence, of a maximum of 800 words, in open-book conditions.

To help learners complete this outcome, you can:

- ◆ give them an assessment template with headings covering the evidence requirements
or
- ◆ develop an assessment brief bullet pointing to the evidence requirements they need to write about, allowing them to write the report in their own style

The assessment template or brief can break down and suggest the number of words learners should write for each evidence requirement. This can help them make sure they write a maximum of 800 words across the four evidence requirements.

Participate in the planning and promotion of an event (outcome 2) and Participate in the delivery of an event (outcome 3)

We recommend you combine evidence for outcomes 2 and 3 and assess them holistically.

The event organisers create a portfolio of evidence and then deliver a group presentation where each team member discusses how they contributed to the organisation and delivery of the event.

For outcome 2, evidence must include a record of:

- ◆ activities produced during the organisation of the event
- ◆ an action plan outlining what deadlines are in place to ensure the event is organised in a timely manner and a running order of events on the day
- ◆ each learner's individual roles and responsibilities or allocated tasks
- ◆ floor plans, if appropriate
- ◆ preparing a contingency plan
- ◆ planning activities, including emails, letters and or meeting records
- ◆ a budget overview, if appropriate
- ◆ a completed risk assessment
- ◆ an equipment checklist
- ◆ a minimum of two promotional methods used to promote the event
- ◆ a minimum of two suitable promotional materials

For outcome 3, as well as the copy of pre- and post-event team briefs, learners can include pictures or video clips as evidence.

Evaluate the planning, promotion and delivery of an event (outcome 4)

For outcome 4, learners evaluate their own contribution to the organisation and delivery of the event. Each individual learner must submit their own evaluation in the form of a written report, of a maximum of 600 words, in open-book conditions.

To help learners complete this outcome you can:

- ◆ give them an assessment evaluation template with questions covering the evidence requirements
- or**
- ◆ develop an assessment brief bullet pointing to the evidence requirements they must discuss in the report

The assessment template or brief can break down and suggest the number of words learners should write for each evidence requirement. This can help them make sure they write a maximum of 600 words across the four evidence requirements.

Opportunities for e-assessment

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If you want to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment (as specified in the evidence requirements) are met, regardless of the mode of gathering evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Organising and Delivering a Physical Activity or Health Event (SCQF level 8)

This section explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit gives you practical experience of planning, promoting, delivering and evaluating a physical activity or health event. You work on your own or in a team to create an event proposal and then plan, promote, deliver and evaluate your event. The chosen event should be appropriate to your field of study and the interests of the group.

Before starting the unit, you do not need to have experience in the physical activity and health sector. However, you should have some experience in a sport and/or fitness environment and have good communication skills.

Once you complete the unit as part of the Higher National Certificate (HNC) in Physical Activity and Health, you can progress to further learning in related vocational or degree qualifications.

Explain the procedures involved in proposing an event (outcome 1)

You develop knowledge of physical activity or health events and use this to create an event proposal, and explain why you chose the event and the aims and objectives of the event.

You also develop knowledge of health and safety and legal considerations when planning an event. You learn about the roles and responsibilities of event planning, decide the roles you need to run your event, and explain the skills that are best suited to those roles.

Participate in the planning and promotion of an event (outcome 2)

This outcome allows you to take on an events role as part of a team and contribute to the planning and organising of an event. You:

- ◆ learn what documentation you need when planning an event
- ◆ produce a professional portfolio of work to create a record of activities and ensure effective communication
- ◆ learn about the expectations of various stakeholders
- ◆ cover operational aspects of event planning including risk assessments, checklists, floor plans, schedules and contingencies

- ◆ learn about the various approaches to promote an event and then design materials to promote your event
- ◆ identify and manage resources and associated costs
- ◆ use an action plan to sequence pre-event activities including the promotion of the event
- ◆ consider appropriate legal requirements
- ◆ prepare a risk assessment

Participate in the delivery of an event (outcome 3)

You take part in a pre-event briefing session and then participate in the running of an event. You develop knowledge of customer care, show you have good customer care skills, and manage the expectations of the various stakeholders. You apply operational management techniques to make sure the event runs as smoothly as possible. You need to follow policies and procedures and adhere to legislation and health and safety requirements.

Evaluate the planning, promotion and delivery of an event (outcome 4)

You develop knowledge of evaluating the planning, promotion and delivery of events and review the success of your own event. You evaluate your own contribution to the event organisation, as well as evaluating how effective the overall planning and promotion of the event was. You also provide recommendations on how the event could have been improved.

Meta-skills

Meta-skills enhance your employability in the health and physical activity health sector. As you progress through the unit, you develop meta-skills in self-management, social intelligence and innovation. You develop these meta-skills naturally in all outcomes as you learn and create assessment responses.

Self-management

You develop focus, adaptability and initiative when creating contingency plans and responding to changing situations and unforeseen circumstances.

Social intelligence

You develop your ability to communicate, collaborate and lead when working with peers and stakeholders to plan, promote and deliver the event.

Innovation

You show your creativity when you produce an event concept and theme and when designing promotional materials. You show critical thinking when you consider any barriers and how to overcome them.

Administrative information

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Superclass: MA

History of changes

| Version | Description of change | Date |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1.1 | Minor change to unit title: from 'Organising and Delivering a Physical Activity and Health Event' to 'Organising and Delivering a Physical Activity or Health Event'. Other instances of this phrase updated. | June 2024 |
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