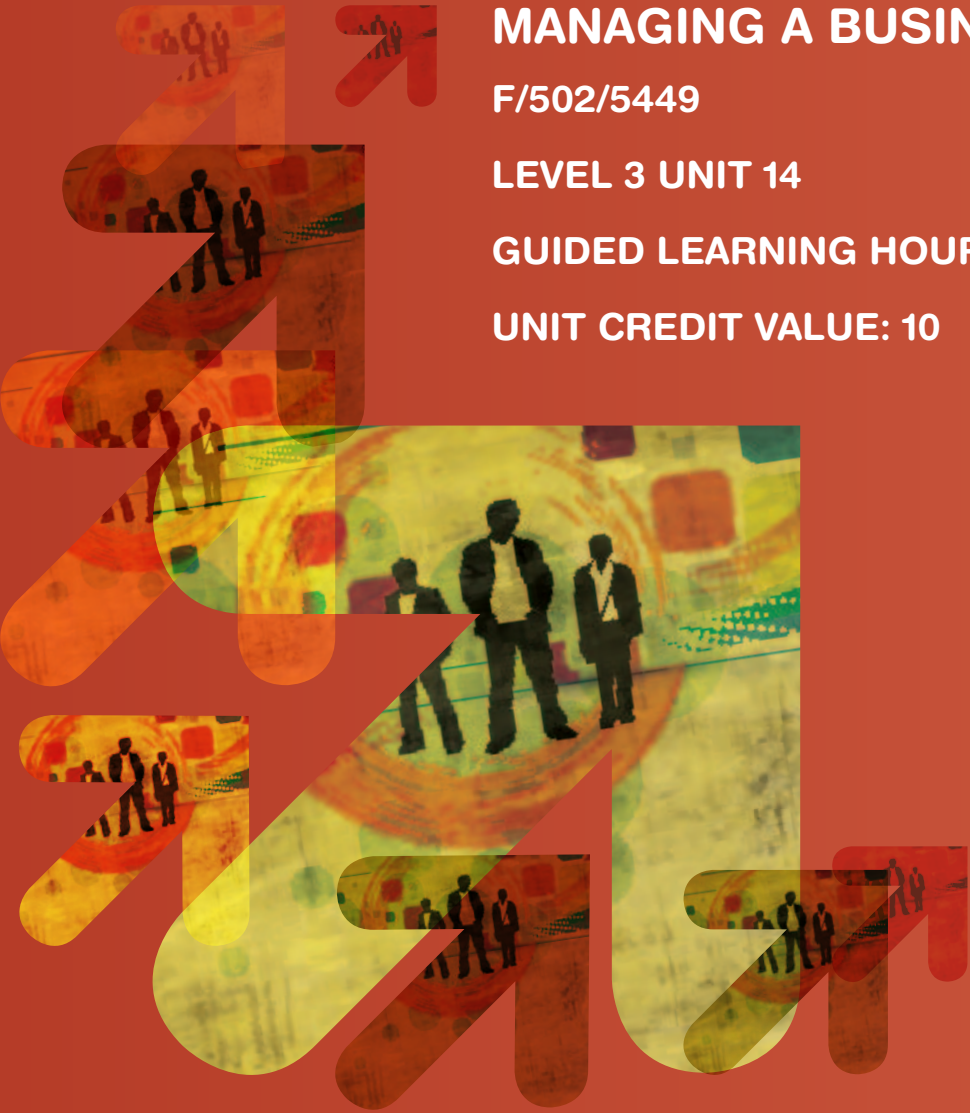




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OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



MANAGING A BUSINESS EVENT

F/502/5449

LEVEL 3 UNIT 14

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



MANAGING A BUSINESS EVENT

F/502/5449

LEVEL 3 UNIT 14

AIM OF THE UNIT

Businesses use events to exhibit and promote the company and its products. They also use events to build relationships among employees as well as with customers and suppliers. This unit will help learners to understand the role and skills of event planners and to acquire valuable, practical experience in planning, running and reviewing a business event.

Learners undertaking this unit will have the opportunity to develop their event organisation skills, understanding the role of the business event organiser and the methods that are used to plan the event, from booking the venue to reviewing the outcomes. They will benefit from reflecting on the results of their event organisation and their own skills, highlighting areas for improvement for use in the future.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the role of an event organiser	P1 describe the skills required of an event organiser		
	P2 explain the role of an event organiser		
2 Be able to plan a business event	P3 prepare a plan for a business event		
	P4 arrange and organise a venue for a business event ensuring health and safety requirements are met	M1 analyse the reasons for selecting the venue for a business event, including alternative venues that were rejected	
3 Be able to run a business event	P5 provide support for the running of an event	M2 analyse own strengths and weaknesses in supporting the running of an event	
	P6 produce guidelines for dealing with problems		
4 Be able to follow up after a business event	P7 carry out follow-up activities after a business event		
	P8 review the success of the business event	M3 analyse the positive and negative outcomes of the event	D1 recommend and justify improvements to the organisation of future business events

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Understand the role of an event organiser

- Definition of business event; types of business events (e.g. exhibition, customer conference, press conference, staff motivation and training seminars, product launch and promotion, fundraising and social events, sponsorship event)
- Definition of event organiser
- Skills of an event organiser: interpersonal skills (e.g. body language, listening), communication (verbal and written), project management, organisation skills, time management and working under pressure, budget management, resource allocation, negotiation skills, monitoring and reviewing, contingency planning (e.g. problem solving, risk), knowledge of pertinent legislation and regulation, team working and leadership skills
- Role of the event organiser: liaising with the client; producing detailed event plans; establishing, getting approval and managing an event budget; booking the venue; contracting the insurance; complying with legislation and regulation; selecting and contracting staff and suppliers; coordinating venue management staff and other contractors (e.g. music, entertainment, caterers, venue decoration, equipment hire); establishing a delegate list; preparing relevant materials for delegates and the media; planning room / space layout; troubleshooting any problems on the day of the event; dismantling the venue after the event; post-event evaluation.

Learning Outcome 2 Be able to plan a business event

- Plan for a business event: define the purpose of the event; establish a budget and get approval from the client; define the content with the client; establish a delegate list; recruit the staff, contract the venue and choose the entertainment /speakers, catering, etc.; contract the insurance; design the layout and decoration of the venue; arrange for special needs, car parking, security, etc.; make a risk and a health and safety assessment; prepare a detailed schedule;

contract the advertising and promotion of the event, establish monitoring and evaluation methods

- Health and safety requirements: Health and Safety at Work Act 1974, Data Protection Act 1998, Freedom of Information Act 2000, Environmental Information Regulations 2004, risk assessment, health and safety assessment, contingency plans.

Learning Outcome 3 Be able to run a business event

- Providing support during the event: liaising with the client, controlling that all activities are run according to the schedule, providing information to the delegates, directing the staff and contractors, ensuring the wellbeing and safety of the delegates, keeping track of attendance and cancellations
- Dealing with problems: contingency plans; emergency plans; troubleshooting: last minute cancellations, change of plans, special requirements, no-show of contractors, equipment difficulties.

Learning Outcome 4 Be able to follow up after a business event

- Follow-up activities after the event: clearing the event venue; discharging staff and contractors; getting feedback from the client, staff and delegates; budget reconciliation.
- Reviewing the success of the event: post-event evaluation; staff, client and delegate feedback; assessment of planning, implementation and problem areas; areas for improvement.

It is important to maintain focus on the current law and practice in this area. The list given above is neither prescriptive nor exhaustive. Where legislation has been revised learners will consider the most up to date version as that will reflect current industry practice.

DELIVERY GUIDANCE

Learning Outcome 1

In small groups learners could be given a different event, this could be provided by the tutor or in discussion with the learners. Each group could discuss the skills and roles of responsibility they think are required to organise an event. The group could produce a chart, mind map or flow diagram that identifies the roles required and shows what skills the individual roles will need.

Learning Outcome 2

The tutor could arrange for a speaker to discuss the logistics involved in event planning and management. Learners could create a flow diagram following the processes suggested by the speaker. In their small group they could incorporate these processes into a plan for their business event. This could be followed by further analysis and discussion, identifying any weaknesses, and putting a contingency plan into place. Learners could discuss what would make their event successful and what would be the measure of effectiveness in planning and in providing support during the event.

Learners should research the legislation and regulations related to health and safety requirements prior to and during a business event. Tutors could provide learners with samples of risk assessments and health and safety assessment. Learners could discuss what problems or emergencies could arise during an event (e.g. fire, faulty equipment, an accident, etc.) and propose contingency plans.

Learning Outcome 3

In their small group the learners should put their event plan into action. Each learner could undertake a specific role within the delivery of the event. Learners could prepare a list of the tasks they will have to undertake as part of their role, ensuring that plan for all eventualities and help make the event a success. Before the event takes place the tutor could set up a case study or simulation where learners have to solve problems and make sound decisions. This could bring these issues to life and raise awareness of the importance to plan for contingencies.

Learners must be able to evaluate their own performance, and the performance of the team. They should look at their own personal strengths and weaknesses, and identify ways they could improve.

Learning Outcome 4

The tutor could use a case study or simulation to help learners understand what needs to be done post-event. Learners could be asked to identify what tasks should take place after the event and why. They could produce a range of post event activities such as client / delegate feedback questionnaire, follow up information for delegates, thank you letters, press releases etc.

The case study or simulation could be used to discuss the evaluation processes that take place after the event. It is important that learners differentiate between follow-up activities and post-event evaluation. The learners should be able to identify what went well, what did not go well and what they would change for next time. The learners' evaluation could involve the whole of the event process, from initial idea, planning phase, delivery and conclusion. They could also consider if the event met its aims and objectives.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

P1, P2

Scenario:

A colleague asks you for some information about becoming an event organiser.

Task:

You must describe the different roles that are required in order to organise an event. You must also identify the skills that the role requires.

P3, P4, P5, P6, P7, P8, M1, M2, M3, D1

Scenario:

A local business has asked you to help organise an event.

Task:

In small groups learners could plan, arrange, support and review the running of a business event. The learners could use a range of business event ideas, such as a breakfast meeting, product launch, open evening, networking event, and enterprise activities.

For the merit criteria learners must:

Analyse their reasons for choosing a particular venue.

Analyse their strengths and weaknesses whilst supporting the running of the event.

Analyse the positive and negative outcomes of the event .

For distinction criteria learners must:

Use their analysis of the event and provide reasoned recommendations for how the organisation of future events can be improved.

This task will complement knowledge and learning required for Unit 15 Developing teams in business. If undertaking both Unit 14 and 15 learners will have the opportunity apply their knowledge across both units, and the tutor will have the opportunity to carry out holistic assessment.

Guidance:

P3 In small groups' learners could select a business event with tutor guidance. They must prepare an event plan, which could be a written document or a presentation describing the different actions that need to be carried out. A simple budget, in the form of a chart or a spread sheet could also be created.

P4 Learners must arrange and organised the venue where their event will take place. This could include booking the venue, equipment, catering, and staff/volunteers. They may also have to organise logistical issues such as car parking, access and special considerations. They also need to explain the health and safety requirements of their event and how they expect to meet them.

P5 Learners must support the delivery of a business event. They could undertake one of the roles identified in learning outcome 1.

P6 Learners must identify what problems could arise during the event and produce a contingency plan detailing what action will be taken and who will carry it out.

P7 Learners will take responsibility for carrying out a range of tasks that are necessary after an event. This could include clearing and cleaning the venue, getting feedback from the participants, post event media etc.

P8 Learners must review the success of the event by reflecting on the planning, the implementation, the feedback received from participants, etc.

M1 Learners must analyse the reasons why the venue for the business event was chosen, and why alternative venues were rejected.

M2 Learners must analyse their own strengths and weaknesses in the role they played whilst supporting the running of the business event. They could compare the skills they already have and the skills they would need to improve in future. It is important that learners avoid describing the skills again, but focus on linking their skills to those identified in learning outcome 1.

M3 Learners must analyse the feedback from the event. This could include, client feedback and reflect if the event fulfilled the client's criteria, if it kept within budget, if the planning was followed through and reflect on the positive and negative outcomes of the business event. Negatives could be lack of preparation, overspending, slow or non-existent reaction to problems, non-compliance with regulations, unsatisfied delegates, or unforeseen events and situations.

D1 Building up on M2 and M3, learners must recommend actions to be taken in order to improve future events, and justify their reasons.

LINKS to NOS

CfA BAD322 Analyse and report data (Partial)

CfA BAA312 Organise and co-ordinate events (Partial)



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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