

Xivar
PROCESS MANAGEMENT

Cambridge TECHNICALS LEVEL 3

BUSINESS

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TECHNICALS
2016

Unit 20

Business events

F/507/8166

Guided learning hours: 60

Version 4 Assessment guidance updated - January 2017



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UNIT 20: Business events

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Guided learning hours: 60

Essential resources required for this unit:

Internet-enabled computers, word processing and spreadsheet software

Assessment: This unit is internally assessed and externally moderated by OCR.

This unit is to be assessed at the end of the learning programme. While carrying out tasks for the summative assessment activity learners will draw on their skills, knowledge and understanding acquired through other units.

UNIT AIM

Business events are important milestones in the life of any business. A business event requires the involvement of many different people, both internally and externally to the organisation. The role of an event organiser is important in enabling the business event to run smoothly and in ensuring that the measures of success for a particular event are met.

This practical unit will help you develop the skills required to plan and make preparations for business events; support the running of events and review the extent to which events have been successful.

Whilst the skills developed in this unit will help you to better support small events such as meetings and interviews, the focus is on the skills needed to support larger scale events such as conferences, exhibitions and product launch events.

This unit provides the opportunity for synoptic assessment and requires you to demonstrate and apply synoptic skills, knowledge and understanding in any evidence you produce.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally-assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to prepare for a business event	<p>(When introducing this learning outcome, tutors should cover the types of business event, e.g.:</p> <ul style="list-style-type: none"> • conferences • product launch events • exhibitions • training events (e.g. for new clients, employees) <p>1.1. The roles and accountabilities of others involved in organising and running business events and how your role fits in, i.e.</p> <ul style="list-style-type: none"> • person responsible for the overall success of the event and reviewing its impact • person responsible for the overall budget of the event • person responsible for the planning and organisation of the event, including venue booking, catering arrangements • event delivery staff (e.g. trainers, sales and marketing personnel, human resources personnel, administrative personnel) • support staff, i.e. <ul style="list-style-type: none"> ○ IT support (e.g. ensuring access to internet at event, hardware/software compatibility) ○ logistical support (e.g. catering, reprographics, maintenance) <p>And their responsibilities in relation to, i.e.</p> <ul style="list-style-type: none"> • organising (of the venue, facilities, catering, publicity, supporting documents) • managing live events (e.g. front and back of house duties, dealing with issues and problems) • Liaising with internal and external stakeholders or contacts (e.g., co-workers, delegates, potential and existing customers, hotel and conference facility providers, caterers, equipment suppliers, transport providers)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.2. How event organisers liaise with internal and external customers and suppliers, i.e.</p> <ul style="list-style-type: none"> • verbal communication (e.g. telephone, face-to-face) • written communication (e.g. email, SMS, contracts, schedules of activity) <p>1.3. Skillset of an effective business event team, i.e.</p> <ul style="list-style-type: none"> • communication within the team • team management/leadership • individual's sense of ownership and loyalty to event management team and its objectives • ability to manage and resolve conflict • awareness of the organisation's aims/objectives • resource management (e.g. budget, personnel) • awareness of procedures and policies (e.g. corporate social responsibility) <p>1.4. How to identify objectives and success criteria, i.e.</p> <ul style="list-style-type: none"> • business objectives (e.g. increase brand awareness, increase market share, ensure event is viable, comes in on budget) • event objectives (e.g. delegate satisfaction) • SMART (specific, measurable, achievable, realistic, timely) success criteria which relate to the business and event objectives <p>1.5. How to plan for a business event, i.e.</p> <ul style="list-style-type: none"> • clarifying event requirements, i.e. <ul style="list-style-type: none"> ○ agreeing objectives and success criteria (e.g. with colleagues, line manager or event sponsor) ○ determining budgetary, legal and ethical constraints (e.g. public liability insurance, minimising waste) ○ identifying support documents needed (e.g. agendas, publicity materials, joining instructions, evaluation forms) • identifying suitable venue and establishing booking arrangements (e.g. location, size, facilities, transport links, availability, ability to meet delegate needs) • identifying resources, i.e. <ul style="list-style-type: none"> ○ personnel (e.g. allocate responsibilities to event team, support staff, own role at event) ○ equipment (e.g. tables, chairs, IT, display screens, assistive technologies) ○ delegate requirements (e.g. refreshments, catering, transport) ○ delegate packs/support documentation • schedule activities (e.g. timescales, deadlines)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.6. Producing documents and resources to aid the running of a business event, i.e.</p> <ul style="list-style-type: none"> • method and format (e.g. delegate packs, joining instructions, help sheets, directions, verbal, paper, screen displays, posters) • content (e.g. troubleshooting, communication protocols, emergency procedures) • potential problems (e.g. non-arrival/late arrival of delegates or resources; IT failure; last-minute photocopying; problems with venue; fire emergency) <p>1.7. How to prepare for a business event, i.e.</p> <ul style="list-style-type: none"> • book facilities (e.g. venue, catering, transport, equipment) • create documentation (e.g. agendas, promotional materials, booking forms, joining instructions, evaluation forms) • health and safety protocols, i.e. <ul style="list-style-type: none"> ○ carry out risk assessment ○ identify and rehearse venue emergency procedures • data security (e.g. Data Protection Act, data security and confidentiality when using electronic communication) • determine and accommodate delegate requirements (e.g. dietary, access, assistive technologies)
2. Be able to support the running of a business event	<p>2.1. To provide support and help resolve problems, i.e.</p> <ul style="list-style-type: none"> • distributing pre-event documentation according to the plan timeline • using appropriate verbal and non-verbal communication (e.g. face to face, telephone, email) • applying appropriate responses to problems (e.g. identify problems, identify possible solutions, resolve problems, escalate/delegate to managers and colleagues) • give appropriate administrative support on the day (e.g. note taking, ensuring delegates have correct documentation, recording attendance and absence, organising, collecting evaluation feedback)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to review and evaluate if the business event met its objectives</p>	<p>3.1. How to appraise own performance in supporting business events, i.e.</p> <ul style="list-style-type: none"> • consider strengths and weaknesses • identify areas for improvement • what skills have been applied and how (e.g. communication, teamwork, leadership, ability to resolve problems) • how own performance contributed to event and business objectives/success criteria <p>3.2. How to gather feedback for a review of the event, i.e.</p> <ul style="list-style-type: none"> • identify objectives for gathering feedback (e.g. measure delegate satisfaction, learn delegate preferences, measure level of brand awareness) • sources, i.e. <ul style="list-style-type: none"> ○ delegates ○ support staff • methods, i.e. <ul style="list-style-type: none"> ○ response card ○ online survey ○ social media ○ discussions with delegates and colleagues/support staff • timing (e.g. at event, post-event) • question and response format, i.e. <ul style="list-style-type: none"> ○ open or closed questions ○ open ended ○ multiple choice ○ Likert scale items <p>3.3. How to analyse feedback from the event, i.e.</p> <ul style="list-style-type: none"> • collate and summarise feedback • consider the extent to which any recommendations given in the feedback can be actioned in future (e.g. achievable, within budget constraints) • consider the extent to which any recommendations given in the feedback would better support business aims/objectives

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Be able to prepare for a business event	P1*: Outline your proposal for allocation of responsibilities and use it to agree who does what		
	P2*: Set objectives and success criteria for the business event	M1: Describe the factors influencing the decisions made when planning the business event	D1: Justify the decisions made when planning the business event, giving reasons why alternative options were rejected
	P3*: Prepare a plan for the business event, including evidence of consideration of legal, ethical and budget requirements		
	P4*: Produce documents and resources to aid the running of the business event		
	P5*: Carry out pre-event tasks in line with the business event timeline		
2. Be able to support the running of a business event	P6*: Provide support to both attendees and support staff during the running of the business event		
3. Be able to review and evaluate if the business event met its objectives	P7: Select method and format(s) for obtaining feedback and use your chosen method and format(s) to collect it	M2: Assess the effectiveness of the method, format and timing used to gather feedback for the business event	D2: Recommend and justify improvements to the planning and running of future business events
	P8*: Evaluate the business event against its success criteria	M3: Analyse the influence of factors on the outcomes of the business event	
	P9: Review own performance in supporting the event, identifying strengths and areas for improvement		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

It is important that learners are provided with opportunities to plan and support the delivery of substantial business events such as conferences, sales promotions and product launch events. Smaller scale activities (e.g. a weekly team meeting) or supporting an aspect of a larger event (e.g. organising a stall at a trade fair or exhibition) will not provide learners with an opportunity to demonstrate the range of competencies required when planning and supporting a business event.

Each learner must be provided with an event for which they are able to both produce a plan and make the necessary preparations. It may be possible for more than one learner to independently prepare a plan for a specific event and separately make necessary arrangements, however they must not collaborate on individual tasks. This may require careful management from the tutor to ensure there is no duplication of tasks).

For LO1, P1, the explanation should cover the responsibilities of **all** staff involved in the organising and running of the business event. An explanation of how event organisers should liaise with internal and external customers and suppliers when planning and running the business event is required. For M1/D1, consideration of the factors influencing the effectiveness of the team involved in the planning and running of the business event is required.

For LO1, P2, learners must determine and set the objectives and success criteria for the business event as well as their own contribution. They may be provided with general information such as broad statements of purpose or the nature of the event required but learners will then need to use this information to construct objectives and success criteria that are specific, measurable, achievable, realistic and timely.

For LO1, P3, the plan must cover **all** of the aspects listed in the teaching content, i.e. type of event, event requirements, venue, resources, scheduling activities.

For LO1, P5, learners must carry out all necessary activities required to prepare for the event. These should include **at least one** relevant activity for **each** of:

- book facilities
- create and distribute documentation
- health and safety
- data security
- determine and accommodate delegate requirements.

For LO2, P6, learners must provide evidence of providing support to both attendees and support staff during the operation of a single business event.

LO2 requires learners to provide support during an event using non-verbal communication (e.g. body language) and verbal communication (e.g. tone and pace). The nature of the unit does, through all the learning outcomes, imply the ability to work as part of a team. If this is not possible (e.g. on medical/social grounds) it may be possible to make adjustments to standard assessment arrangements on the basis of the individual needs of learners, however all criteria must still be met.

LO3 P7 Learners will use their selected method and format for obtaining and gathering feedback.

LO3 P8, P9 Learners will review their own performance and the business event's performance against the objectives and success criteria set in P2.

It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet Access Arrangements, Reasonable Adjustments at www.jcq.org.uk.

Evidence for each criterion must demonstrate what the learner did for example through video-recording or a detailed observation record, carried out by a suitable witness, describing the activities observed.

SYNOPTIC ASSESSMENT

This unit is to be assessed at the end of the learning programme because learners will need to draw on skills, knowledge and understanding from other units.

There are opportunities for learners to demonstrate how to apply their knowledge and skills in their evidence for this unit. The following grid identifies where you should consider synoptic assessment.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 20
Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses. LO5 Understand the relationship between businesses and stakeholders LO8 Be able to assess the performance of businesses to be able to inform future business activities	Learning from LO2 and LO5 should be applied to help learners to decide on the roles and responsibilities of staff involved in organising and running the event. The learning from LO2 and LO5 should enable learners to identify appropriate stakeholders for the event. Learning from LO8 should be applied to being able to review a business event. For instance, learners could apply their knowledge of how to conduct a SWOT analysis.
Unit 2 Working in business	LO1 Understand protocols to be followed when working in business LO2 Understand factors that influence the arrangement of business meetings LO4 Be able to prioritise business tasks LO5 Understand how to communicate effectively with stakeholders	Learning from LO1 should be applied to the protocols to be followed when working in business to preparing and supporting the event. For example, when allocating responsibilities and handling delegate information (data protection), learners should be aware of any confidentiality requirements. Learners should also apply checking protocols for any documents that are produced for the event. From LO2 to scheduling and organising the event. For example arranging the venue and any pre- event meetings. From LO4 to the planning of the event. For example recognising the urgency and interactivity of tasks that need to be carried out for the event to run smoothly. From LO5 to the design of different types of communication to be used in the event and the creating and distribution of documentation. This also links back to the checking protocols to ensure the work is fit for purpose.

Name of other unit	Related LO	Relevant synoptic assessment opportunities in Unit 20
Unit 3 Business decisions	LO1 Understand factors to be taken into account when making business decisions	Learning from LO1 should be applied to the setting the event objectives and success criteria. For example factors affecting the quality of the decision making could include the availability of key personnel and finance (budget).
Unit 4 Customers and communication	LO1 Understand who customers are and their importance to business LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills LO4 Be able to convey messages for business purposes	Learning from LO1 should be applied to recognising that their event will have different types of customers with different needs and expectations. For example co- workers and delegates. From LO3 and LO4 to preparing and supporting the business event, by using appropriate verbal and non-verbal communication. They can also apply their skills to prepare any written communications necessary for the event.
Unit 11 Accounting concepts	LO1 Understand why businesses keep accurate accounting records	Learning from LO1 should be applied to preparing for the business event. They should be able to provide information on costs and expenditure by maintaining accurate financial records to manage their budget.
Unit 16 Principles of project management	Management LO4 Be able to prepare project plans	Learning from LO1 should be applied to project initiation and project planning to inform preparations for the business event, with particular consideration of resource and financial planning.
Unit 17 Responsible business practices	LO1 Understand how businesses operate responsibly	Learning from LO1 should be applied to why and how businesses operate responsibly when planning for a business event.

*OPPORTUNITIES FOR APPLYING LEARNING ACROSS UNITS

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
<p>Unit 1 The business environment LO2 Understand how the functional areas of businesses work together to support the activities of businesses. LO5 Understand the relationship between businesses and stakeholders LO8 Be able to assess the performance of businesses to be able to inform future business activities</p>	<p>LO1 Be able to prepare for a business event LO3 Be able to review a business event</p>
<p>Unit 2 Working in business LO1 Understand protocols to be followed when working in business LO2 Understand factors that influence the arrangement of business meetings LO4 Be able to prioritise business tasks LO5 Understand how to communicate effectively with stakeholders</p>	<p>LO1 Be able to prepare for a business event</p>
<p>Unit 3 Business decisions LO1 Understand factors to be taken into account when making business decisions</p>	<p>LO1 Be able to prepare for a business event</p>
<p>Unit 4 Customers and communication LO4 Be able to convey messages for business purposes LO3 Be able to establish a rapport with customers through non-verbal and verbal communication skills LO1 Understand who customers are and their importance to business</p>	<p>LO1 Be able to prepare for a business event LO2 Be able to support the running of a business event</p>
<p>Unit 11 Accounting concepts LO1 Understand why businesses keep accurate accounting records</p>	<p>LO1 Be able to prepare for a business event</p>
<p>Unit 16 Principles of project management LO4 Be able to prepare project plans</p>	<p>LO1 Be able to prepare for a business event</p>
<p>Unit 17 Responsible business practices LO1 Understand how businesses operate responsibly</p>	<p>LO1 Be able to prepare for a business event</p>
<p>Unit 21 Being entrepreneurial – evaluating viable opportunities LO4 Be able to evaluate the viability of opportunities</p>	<p>LO1 Be able to prepare for a business event</p>

To find out more

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