OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

BUSINESS

Unit 20 – Business events
DELIVERY GUIDE

Version 1

Cambridge
TECHNICALS
2016

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

ABC English   **123** Maths   Work

Please note

he activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk. The latest version of this Delivery Guide can be downloaded from the OCR website.

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.

Unit 20 Business events	
LO1	Be able to prepare for a business event
LO2	Be able to support the running of a business event
LO3	Be able to review and evaluate if the business event met its objectives

To find out more about this qualification please go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite

Cambridge TECHNICALS 2016

2016 Suite

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 20)	Title of suggested activity	Other units/LOs	
LO1	Health and safety	Unit 20 Business events	LO2 Be able to support the running of a business event
	Is it risky?	Unit 20 Business events	LO2 Be able to support the running of a business event
LO2	Support required	Unit 20 Business events	LO1 Be able to prepare for a business event
	Help required	Unit 20 Business events	LO1 Be able to prepare for a business event

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Appraise	A method used in a business in order to determine the strengths, weaknesses and areas to improve as a result of individuals participating in a business event; for example, appraising the event organiser.
Effectiveness of events	Effectiveness can be measured in a variety of different ways. Examples include the outcomes the event produces, the increased knowledge and awareness of the business, the publicity generated, increase in customers etc.
Guidance	Advice that is given to individuals or groups detailing how to react, help and guide in certain situations in order to resolve the problem. Can be delivered, for example, in the form of a guidance booklet.
Role and accountabilities	Who is potentially involved and what the individual or individuals are responsible for, in terms of the different activities that they will complete and therefore will subsequently be responsible for their outcomes. For example, an event may need a member of staff responsible for selecting and booking a catering business to supply food and drink during the event. If any problems occur as a result of using this catering business, the member of staff responsible will need to be accountable and resolve the situation.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Event size	It is important for learners to recognise that events can be small, medium or large in size. They need to understand that a meeting is classed as an event as well as a concert. Learners could look at the suggested images from Shutterstock in the resources section and decide which they would class as a business event, and why. Then explain that all images show business events. This will help learners determine their understanding of events.	Selection of images from the search term 'meeting' Shutterstock http://www.shutterstock.com/cat.mhtml?autocomplete_id=&language=en&lang=en&search_source=&safesearch=1&version=llv1&searchterm=meeting&media_type=images&page=1&inline=275800289 Various images Shutterstock http://thumb7.shutterstock.com/display_pic_with_logo/1196855/151155485/stock-photo-alnmouth-northumberland-england-august-members-of-local-groups-take-part-in-annual-raft-151155485.jpg http://thumb1.shutterstock.com/display_pic_with_logo/10922/214402048/stock-photo-silhouettes-of-concert-crowd-in-front-of-bright-stage-lights-214402048.jpg http://thumb7.shutterstock.com/display_pic_with_logo/221086/221086,1305549042,1/stock-photo-singapore-may-model-walks-down-the-runway-showcasing-designs-by-erdem-moralioglu-at-audi-77359675.jpg http://thumb1.shutterstock.com/display_pic_with_logo/138280/101675410/stock-photo-geneva-march-various-makes-and-models-of-cars-are-on-display-at-the-nd-international-motor-101675410.jpg http://thumb1.shutterstock.com/display_pic_with_logo/968516/179909750/stock-photo-calais-vermont-usa-march-residents-discuss-proposals-put-forward-to-voters-at-town-179909750.jpg http://thumb1.shutterstock.com/display_pic_with_logo/321598/141719248/stock-photo-happy-businessman-shaking-hands-with-a-female-interviewer-in-office-141719248.jpg

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
Skills required to run business events	Learners need to understand that there are a variety of different skills required in order to co-ordinate a successful event. Learners could watch some YouTube media clips (or others that are identified), which highlight the skills required for business event management. Learners should then be able to identify the crucial skills required in order to organise business events.	Events Manager: Job Profile My World of Work https://www.youtube.com/watch?v=9VnWr700bu0 An events manager talks about her career and gives some practical advice. Event Management Jobs: What are the key skills you need for event planning and management? careerplayer https://www.youtube.com/watch?v=cawSutbOMtk Discusses the key skills needed to break into the events industry.

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	**Be able to prepare for a business event**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Event participation	A group discussion could take place with learners identifying and drawing upon their experience of attending events, focusing on the positive and negative elements of the event. A list of the main points identified during the discussion could then be created.	30 minutes	
Internal and external key roles	Tutors could give learners the task of considering and identifying the key people involved and the planning that would need to take place for a departmental staff meeting at their school or college, due to take place next month. Learners could identify the key people (internal and external), their role and the preparation that individuals would need to complete, in order to make the meeting a success. A discussion could then take place on their findings.	30 minutes	
Who is responsible?	Tutors could give learners a variety of different events which may take place during the academic year at the school or college such as department or faculty meeting, fund raising event (e.g. a cake sale or school disco), parents evening and school fete. Learners could then identify the different staff or people that may be involved in the event being a success. Once identified, learners could then consider each individual's responsibilities with regard to the event.	30 minutes	
Planning a race	Learners could look at the following website which details a list of various internal and external stakeholders that could be involved in the planning of a large event such as a motor race at Silverstone. Using this website, learners could select five different internal and five different external stakeholders and describe how they would communicate with them, detailing the specific form of communication, justifying their choice clearly. Identify Stakeholders Sustainable Event alliance http://sustainable-event-alliance.org/how-to-guides/stakeholder-engagement/identify-stakeholders/ Examples of positions, people, or organisations that may be part of an event's production.	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Event organiser skills	Learners could look at the following websites, in order to identify the key skills that an event organiser requires in order to be effective within their role. Learners could also interview an employee at their work placement to determine the skills required in order to fulfil the requirements of the role. Top 10 qualities that show you are a born event manager evvnt http://blog.evvnt.com/2014/02/10-qualities-show-born-event-manager/ The qualities that distinguish an outstanding event manager from an OK one. The top 7 qualities of a successful event manager Martin blog http://blog.martin.edu.au/index.php/event-management/top-7-qualities-successful-event-manager/ Describes what is involved in organising and running a successful event. Top 5 qualities of the successful event manager EventManagerBlog http://www.eventmanagerblog.com/top-5-qualities/ Identifies the attributes that make an event professional stand out. Events Management Creative & Cultural Skills https://ccskills.org.uk/careers/advice/article/events-management Covers the role and entry requirements for event managers. Using the information, learners could draft an article which describes the key skills and skillsets that influence the effectiveness of a successful event organiser.	1 hour	
Awards	Learners could look at this website: Portfolio Corporate Events http://corporate-events.co.uk/portfolio/ This web page showcases several award evening events that the company Corporate Events has organised. Learners could read about each award event and write down what they consider to be the main aims and objectives of hosting such an event. The results could then be compared within small groups.	1.5 hours	

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Title of suggested activity	Suggested activities	Suggested timings	Also related to
Is your event SMART?	Learners could be given this statement: SMART (specific, measurable, achievable, realistic, timely) objectives enable a business to determine if an event is a success. Learners could research different examples of this statement and write an article which explains their findings and includes some examples of SMART objectives.	1 hour	
Fundraising ball	Learners could be given this case study to consider as well as the task of answering some related questions: The school or college that you attend has asked a team of Cambridge Technicals in Business learners to organise a fundraising ball in order to raise £1500 for a charity of your choice. You have been given a list of specific requirements for the night: a themed buffet, live music, ticket price of no more than £25, a bar to be provided by an external contractor, no more than 250 guests. Learners could then undertake these tasks: • Identify the aims and objectives of the event. • Identify at least five planning tasks that would have to be carried out when organising the event. • Consider the different resources (staffing, equipment etc) that will be required for the event. • When should the event be held? Consider the planning time required. Justify answers.	1 hour	
Health and safety	Learners could look at the following websites: Guidance on running events safely Health and Safety Executive http://www.hse.gov.uk/event-safety/index.htm This website has information for event organisers, site/venue owners, contractors, supervisors/workers, volunteers and voluntary organisations regarding health and safety. Glasgow 2014: Helping to secure a safe and successful Commonwealth Games Health and Safety Executive http://www.hse.gov.uk/aboutus/glasgow-2014-commonwealth-games/index.htm This details the planning required to prepare for the Commonwealth Games in Glasgow 2014. Using this information learners could explain how this information could be used in staging a sports event.	30 minutes	Unit 20 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Planning an event	In pairs, learners could devise a small event that they may be interested in staging either at school or college or for their local community. Learners should write a list of activities that need to be completed ahead of the event which should include details on when the event will take place, the venue, how it will be promoted, staffing, attendees' requirements, catering etc. Once completed, learners could complete a presentation to the rest of the group that explains their event and the planning that has been considered.	1.5 hours	
Is it risky?	A risk assessment is a document completed by an organisation that identifies and evaluates the level of risk in different environments or situations, to try and prevent risks to individuals or groups. What are the five steps to risk assessment? WorkSmart https://worksmart.org.uk/health-advice/health-and-safety/hazards-and-risks/what-are-five-steps-risk-assessment Details the five steps recommended by the HSE that employers should follow when making risk assessments. Example risk assessment for a village hall Health and Safety Executive http://www.hse.gov.uk/risk/casestudies/villagehall.htm A completed risk assessment based on the case study of a village hall that could be hired by individuals. Using information from these websites, working in pairs and using a risk assessment form, learners could investigate the risks that might occur if the school or college were to host an event in the near future, focusing on one area of the building such as the art, science, business or hall area. Learners could also ask employees at their work placements about how risk assessments are used within the workplace, and for which particular acitivities and why. Their findings could then be reported back to the class.	1.5 hours	Unit 20 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Hazard	Tutors could provide learners with excerpts of risk assessments. A business organisation could also show a learner on a work placement examples of risk assessment forms that are used within the business. Example risk assessments Health and Safety Executive http://www.hse.gov.uk/risk/casestudies/index.htm This website has example case studies that identify: what are the hazards; who might be harmed and how; what is being done already; and what further action is necessary? Using information provided by the tutor, learners could describe how they would resolve given situations and who should be tasked to complete the action.	1 hour	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	**Be able to support the running of a business event**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Forms of communication	Learners could create a presentation which identifies and explains the different forms of verbal and non-verbal communication methods that could be used in different situations when running a business event. As part of the presentation, learners could illustrate their findings by identifying different scenarios where verbal and non-verbal communications will be required.	1 hour	
Role play	Tutors could use this role play example in order for learners to use their verbal communication skills: In an effort to improve customer support, John, Customer Service Manager for Mythco Technologies, sets up a team role-playing session. Acting as the leader/trainer, John brings together a group of software developers and customer support representatives. He divides the people into two groups: Group A represents the customer support representatives; Group B represents the customer. John tells Group A that the customer in this situation is one of Mythco's longest-standing customers. This customer accounts for nearly 15 percent of the company's overall annual revenue. In short, the company cannot afford to lose her business! John tells Group B that the customer has recently received a software product that did not live up to expectations. While the customer has a long-standing relationship with Mythco, this time she's growing weary because Mythco has previously sold her faulty software on two separate occasions. Clearly, her relationship with Mythco is in jeopardy. In pairs, learners could complete this role play with one person being the customer and the other being the business, with the outcome hopefully being an agreeable solution from both parties. Once completed, learners could share their experiences with the rest of the group. Role Playing: Preparing for Difficult Conversations and Situations Mind Tools https://www.mindtools.com/CommSkll/RolePlaying.htm Tips on organising and conducting role plays.	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Support required	Learners could consider the different forms of administrative support that individuals may require when the following events take place: • Meetings • Conferences • Exhibitions • Receptions • Trade fair stands. Examples could be taking notes for minutes of a meeting, staffing an exhibition, testing equipment, and ensuring any documentation is prepared etc. Learners could feed back their findings to the rest of the group to form a group discussion. On work placements learners could investigate how support is given within their place of work.	30 minutes	Unit 20 LO1
Time To Change	Learners could look at this website: What's happening near you? Time To Change http://www.time-to-change.org.uk/take-action/events-search A community event toolkit in a PDF file can be downloaded from this website. It includes a comprehensive guide on how to stage an event for the charity Time To Change. Learners could read the extensive guide and write down the key points that they think could be transferred to any event.	1 hour	
User guide	Learners could create a user guide for companies that want to stage an event in order to promote their business. The user guide should focus on giving the reader advice to enable them to provide support and help when an event is taking place. If learners have completed the activity above – Time To Change – they could use the key points identified from the document.	1.5 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Help required	Learners could be given these scenarios to consider: 1. The wrong catering order has been delivered to the venue where a business event is being held. 2. A major traffic jam near the venue of an event means that several delegates have not registered their attendance at the start of the event. 3. An app that delegates will use, in order to review and leave feedback about the event that they have attended, appears to not be working on the day. 4. There is a disagreement between two members of staff regarding the layout of the event room. 5. One staff member does not appear to be engaged and enthusiastic about a forthcoming event that they are planning. 6. At a recycling awareness event, there are concerns regarding some of the proposed products that will be given to delegates upon arrival at the venue as they are not necessarily environmentally friendly. 7. The day before an event is due to take place, several staff are taken ill with food poisoning. 8. You are not aware of the fire evacuation requirements and procedures for the venue where you are running an event. In pairs, they should discuss how they would resolve the situations, in order to influence the success of the event. These could then be discussed as a group.	30 minutes	Unit 20 LO1

CAMBRIDGE TECHNICALS IN BUSINESS

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Be able to review and evaluate if the business event met its objectives		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Performance at events	In pairs, learners could discuss the reasons for appraising individual performances and the different methods of appraising these performances when supporting the running of a business event. Learners could access these websites to research different appraisal methods: Performance appraisals Businessballs http://www.businessballs.com/performanceappraisals.htm Considers how performance appraisals are used for the effective management and evaluation of staff. What is 360 Degree Feedback? CustomInsight http://www.custominsight.com/360-degree-feedback/what-is-360-degree-feedback.asp Reviews use of 360 degree feedback as a performance appraisal and development tool. Performance Appraisal Methods: Traditional and Modern Methods (with example) Smriti Chand http://www.yourarticlelibrary.com/performance-appraisal/performance-appraisal-methods-traditional-and-modern-methods-with-example/35492/ Describes different methods of performance appraisal. The results of these discussions could then be shared with the rest of the group.	30 minutes	
Why evaluate? 	Learners could research and write an article that answers these questions: • Why is evaluating an event important? • Why are aims and objectives important when evaluating the success of an event? • What other factors should be taken into account when evaluating a business event?	1 hour	
Feedback	Learners could create a group presentation that explains and identifies the many different forms of gathering feedback from an event in order to review its success. Learners should identify the sources and the types as well as include examples of the different forms of feedback.	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Varieties of feedback	Learners could individually create two feedback documents to be used at an event that the tutor chooses. Examples could be an event at school or college, a local event, large sports event etc. One feedback form will be completed by people attending the event and a separate feedback form will be completed by staff working at the event. The aim of the documents is to gather feedback to form part of the review process.	1 hour	
How to make evaluations work	Learners could look at these websites and make notes in order to have a greater understanding and knowledge of evaluations: Your Complete Guide to the Event Evaluation Process (Plus Free Template) Eventbrite http://www.eventbrite.co.uk/blog/event-evaluation-template-free-download/ Advice on post-event evaluation. Measuring & evaluating the success of events eventjuice http://eventjuice.co.uk/measuring-evaluating-the-success-of-events/ Sets out important areas to measure and evaluate. Did it Work? 5 Tools for Evaluating the Success of Your Project Sumac http://sumac.com/did-it-work-5-tools-for-evaluating-the-success-of-your-project/ Describes some useful evaluation tools. Learners could then consider the best form of evaluation for three different events such as a school or college event, a community event such as a street party, a large music event or any other ideas that the learner may have.	30 minutes	
Interpreting findings	Analysing feedback is an important aspect of reviewing a business event. Learners could look at the following information regarding how to interpret and analyse statistical information from events: Analyzing the Data: How to analyze your survey data like a survey scientist SurveyMonkey https://www.surveymonkey.co.uk/mp/how-to-analyze-survey-data/ Explains how to make sense of quantitative data. Tutors could then provide learners with a variety of different statistical information regarding a business event. Learners could then interpret the results and determine how this information could be used in the future.	1 hour	

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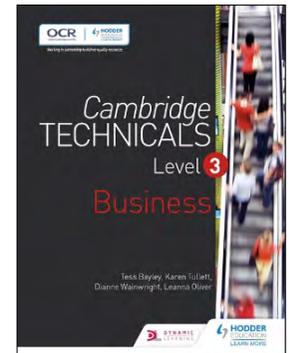
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