

Cambridge TECHNICALS LEVEL 3

# BUSINESS

Cambridge  
TECHNICALS  
2016

Unit 20

Business events

Model assignment

F/507/8166

Version 1 September 2016



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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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# Guidance for tutors on using this assignment

## General

OCR Cambridge Technical model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how businesses or other organisations use events, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are not required to follow that format unless we tell them otherwise.

**It's essential that the work every learner produces is their own.** Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

## Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

## When completing the assignment

**You should use this assignment in conjunction with the unit specification and qualification handbook.**

Learners must be provided with adequate time in order to plan, prepare and run the Careers Fair. The Careers Fair must be a substantial event in order to provide learners with the opportunity to demonstrate the required knowledge, understanding and skills to the unit. Smaller scale events will not give learners the opportunity to demonstrate these important requirements.

## Resources to complete the tasks

Tutors need to approach the Senior Management team of their school/college to gain approval for the event and any necessary budget if required prior to presenting this assignment to their learners. Tutors can provide contact details of potential external exhibitors for the Careers Fair.

## Health and Safety and the use of resources

Learners will need support when staging and running the event which will include the health and safety of people attending the event and staff supporting the Careers Fair.

## Time

You should plan for learners to have 10–15 hours to complete this assignment. This does **not** include the time required to set up, run and breakdown the Careers Fair.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

## Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

**Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**

- We do not have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

## Group work

This assignment requires that learners work in a team, so it is important that the learners keep track of all individual elements of the work that they have completed. Although they will be making decisions as a team, they are responsible for producing their own evidence to meet the assessment criteria.

**If learners submit evidence that is not their own work, this will be considered as malpractice.**

When learners are working in teams, you must make sure that:

- all team members have equal opportunity to evidence their skills, knowledge and understanding
- you monitor the team as work progresses so that you can be confident **all** learners are showing that they meet the grading criteria.

**When witness statements are used to support learners' evidence, the witness will need to complete a personalised statement for each learner, evidencing the learner's individual contribution.**

## After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the Centre handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the Centre handbook.

## Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it as this would be considered as malpractice. You must follow the guidelines given in section 8 of the Centre handbook under 'Authenticity of learner work'.

## Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the Centre handbook.

**If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

# General information for learners

**Q** *What do I need to do to pass this assignment?*

**A** You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

**Q** *What do I need to do if I want to get a merit or distinction for this assignment?*

**A** For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

**Q** *What help will I get?*

**A** Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

**Q** *What if I don't understand something?*

**A** It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

**Q** *I've been told I must not plagiarise. What does this mean?*

**A** Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

As you will be working in a team it is particularly important that you keep track of all individual elements of the work that you have completed. Although you will be making decisions as a team, you are responsible for producing your own evidence to meet the assessment criteria.

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

**Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

**Q** *What is referencing and where can I find out more information about it?*

**A** Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

**Q Does my work for each task need to be in a particular format?**

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format. If you are unsure about what evidence you need, please ask your tutor.

**Q Can I ask my tutor for feedback on my work?**

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

**Q When I have finished, what do I need to do?**

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

**Q How will my work be assessed?**

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

# Assignment for learners

## Unit 20: Business events

### Scenario

## Careers Fair

Your school/college wants to hold a Careers Fair to provide information and guidance to help their learners plan their futures. The Senior Management Team (SMT) are aware that you have been studying Business Events as part of your Cambridge Technical in Business and have asked you to plan and support this careers event.

You will need to establish what the SMT wants to achieve from the event and research any previous careers events to assist your planning. This will include inviting external exhibitors to take part.

You will need to work as part of a team, so responsibilities and tasks must be divided equally. You will need to gather information in order to outline a proposal for allocation of responsibilities and set objectives for the event.

The team will need to prepare a plan and produce the necessary documents to support the running of the event. During the event you will support the effective running of the Careers Fair to ensure its success.

In order to evaluate its success you will need to select a method and format for feedback from the delegates and attendees. You will then evaluate the event against the success criteria that you formulated during the planned stage so that you can identify strengths and areas for improvement.

# The tasks

This assignment will include elements of group work, so it is important that you keep track of all individual elements of work that you have completed. Although you will be making decisions as a team, you are responsible for producing your own evidence to meet the grading criteria. If the evidence that you provide is **not** your own work, this will be considered as malpractice.

## ***Task 1: Prepare for the event***

(This task should take between 5 and 7 hours.)

These Learning Outcomes will be assessed in this task:

Learning Outcome 1: **Be able to prepare for a business event**

Learning Outcome 3: **Be able to review and evaluate if the business event met its objectives**  
(partial)

Your task is to plan and prepare for the Careers Fair by:

- Outlining your proposal for allocation of responsibilities of all those involved with running the event and use it to agree who does what. Ensure liaison with internal external customers and suppliers is considered.
- Setting objectives and success criteria for the Careers Fair and for yourself as an individual. All objectives should be S.M.A.R.T.
- Preparing a plan for the Careers Fair, including evidence of consideration of legal, ethical and budget requirements.
- Producing documents and resources to aid the running of the Careers Fair.
- Carrying out pre-event tasks in line with the Careers Fair timeline. **Each** member of the team must carry out **at least one** relevant activity from each of:
  - Book facilities
  - Create and distribute documentation
  - Health and safety
  - Data security
  - Determine and accommodate delegate requirements
- Selecting a method and format for obtaining and collecting feedback.

Your individual proposal **could** also:

- Describe the different factors that influenced the planning decisions made for the Careers Fair, for example the effectiveness of the team involved in the planning and running of the Careers Fair.

You **could** also provide

- Justification of decisions made when planning the Careers Fair, giving detailed descriptions as to why alternative options for the Careers Fair were rejected. This may include for example the skill set of the team and availability of resources.

Pass	Merit	Distinction
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		
P7: <b>Select method and format(s) for obtaining feedback</b> and use your chosen method and format(s) to collect it		
<b>Evidence</b>		
<p><b>A proposal</b> that must outline the objectives of the Careers Fair and will include the job roles/responsibilities, specific details of how they will be allocated and the success criteria for the event.</p> <p><b>A plan</b> which includes evidence of the legal, ethical and budget requirements for the event and the method and format(s) chosen for obtaining feedback.</p> <p>In order to achieve the higher grades, your <b>proposal</b> and <b>plan</b> could also describe the different factors that influenced the planning decisions made regarding the Careers Fair and justification of these decisions, giving detailed reasons as to why alternative options for running the Career Fair were rejected.</p> <p><b>Documents and resources</b> which will be used to aid the running of the Careers Fair.</p> <p><b>A document</b> showing how the pre-event tasks are carried out in line with the Careers Fair's overall timeline.</p>		

## Task 2: Support the running of a business event

(This task should take between 2 and 3 hours to collate and summarise the evidence, which does not include the time required to set up, run and breakdown the Careers Fair.)

Learning Outcome 2: **Be able to support the running of a business event**, is assessed in this task.

Learning Outcome 3: **Be able to review and evaluate if the business event met its objectives**, is partially assessed in this task.

Your tasks are to:

- Provide appropriate support to both attendees and support staff during the running of the Careers Fair.
- Collect feedback using the method and format(s) that you selected in Task 1.

Pass	Merit	Distinction
P6: Provide support to both attendees and support staff during the running of the business event		
P7: Select method and format(s) for obtaining feedback and <b>use your chosen method and format(s) to collect it</b>		
<b>Evidence</b>		
<p>There should be multiple forms of evidence to demonstrate that P6 has been achieved. The evidence should include both feedback of your individual performance and feedback of the team's performance. These could include:</p> <p><b>Witness Statements</b> from your assessor and other stakeholders e.g. an exhibitor.</p> <p><b>Video and/or audio</b> of the Careers Fair.</p> <p><b>Feedback</b> from delegates, exhibitors and SMT, that will be included in your evaluation in task 3.</p>		

### Task 3: Review and evaluate a business event

(This task should take between 3 and 5 hours.)

Learning Outcome 3: **Be able to review and evaluate if the business event met its objectives**, is partially assessed in this task.

Your tasks are to:

- Evaluate the Careers Fair against its original objectives and success criteria that were set in Task 1 (P2).
- Review your own performance supporting the Careers Fair. You must identify different strengths and areas for improvement in your performance.

Your evaluation **could** also include:

- An assessment of the effectiveness of the method, format and timing of the feedback that was gathered
- An analysis of how factors influenced the overall outcomes of the Careers Fair. These may be internal factors and/or external factors, some of which you may have described in your proposal and plan in Task 1.

You **could** also:

- Recommend and justify specific improvements you could have made, which would inform the planning and running of any future business events.

Pass	Merit	Distinction
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		

#### Evidence

**A report or presentation** which evaluates the Careers Fair against the original objectives and success criteria and how this influenced the overall outcomes of the event. The **report or presentation** must also include an evaluation which reviews your own personal performance during the Careers Fair, and which identifies and focuses on the strengths and areas for improvements to your own individual performance.

In order to achieve the higher grades, your **report or presentation** could include an assessment of the effectiveness of the selected method, format(s) and timing for gaining feedback relating to the business event, and analysis of the influence of various factors on the outcomes of the Careers Fair.

Within your **report or presentation**, you could also recommend and justify improvements which could be made to aid the planning and running of future business events.

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Business

### Unit 20: Business events

LEARNER NAME:

<b>For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
P1: Outlined your proposal for allocation of responsibilities and used it to agree who does what	
P2: Set objectives and success criteria for the business event	
P3 Prepared a plan for the business event, including evidence of consideration of legal, ethical and budget requirements	
P4: Produced documents and resources to aid the running of the business event	
P5: Carried out pre-event tasks in line with the business event timeline	
P6: Provided support to both attendees and support staff during the running of the business event	
P7: Selected method and format(s) for obtaining feedback and used your chosen method and format(s) to collect it	
P8: Evaluated the business event against its success criteria	
P9: Reviewed own performance in supporting the event, identifying strengths and areas for improvement	

<b>For Merit have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
M1: Described the factors influencing the decisions made when planning the business event	
M2: Assessed the effectiveness of the method, format and timing used to gather feedback for the business event	
M3: Analysed the influence of factors on the outcomes of the business event	

<b>For Distinction have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
D1: Justified the decisions made when planning the business event, giving reasons why alternative options were rejected	
D2: Recommended and justified improvements to the planning and running of future business events	



To find out more  
**[ocr.org.uk/business](http://ocr.org.uk/business)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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