



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

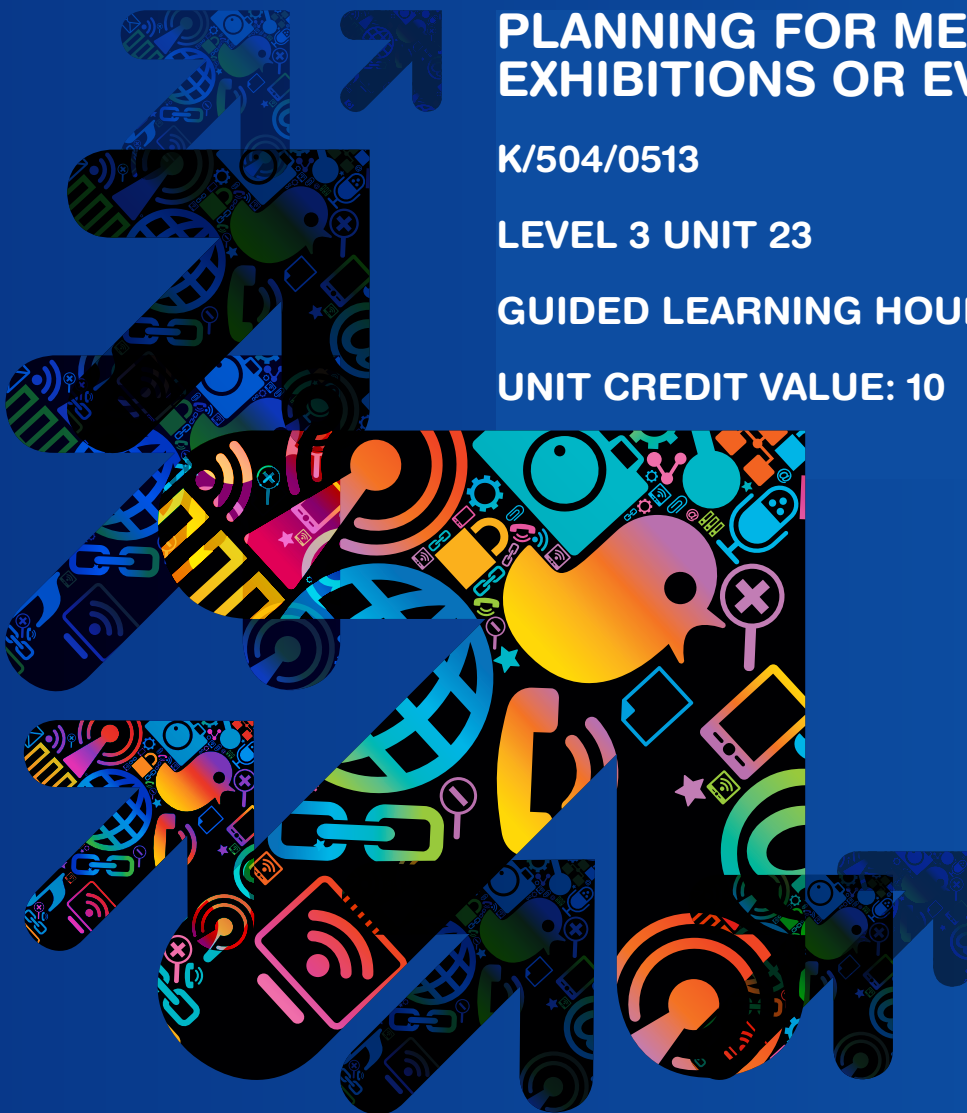
PLANNING FOR MEDIA EXHIBITIONS OR EVENTS

K/504/0513

LEVEL 3 UNIT 23

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



OCR 

PLANNING FOR MEDIA EXHIBITIONS OR EVENTS

K/504/0513

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand the purpose of professional exhibitions or events and how they operate. Learners will work as part of a team to plan, and contribute to the running of, an exhibition or event. They will also evaluate the final exhibition or event, including feedback gained.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1	Understand professional media exhibitions or events	P1 Learners analyse a professional media exhibition or event, including: <ol style="list-style-type: none"> purpose content target audience design/style location suitability legal and ethical health and safety 		
2	Be able to contribute to the planning and running of, a media exhibition or event	P2 Learners work competently in a specified role as part of a team. Each team member takes responsibility for planning at least one of the following aspects of a media exhibition or event for a specified target audience: <ol style="list-style-type: none"> venue design/plan content theme budget logistics and procurement hospitality and catering event planner legal and ethical requirements relevant risk assessment(s) promotion and advertising 	M1 Learners are willing to take on additional responsibilities for aspects of planning for the exhibition or event. They make effective contributions to planning meetings and make appropriate suggestions to resolve any issues.	D1 Learners make significant contributions to the overall planning process of the group. They identify potential issues within the group's plan and take responsibility for solving them. They demonstrate understanding of other aspects of planning by producing contingency plans for some key aspects of the planned exhibition or event
		P3 Learners contribute to the running of a competent media exhibition or event by undertaking a specified role	M2 Learners carry out their specified role proficiently. Their contribution to the work of the team is consistent. Learners are willing to take on additional tasks during the running of the exhibition or event, and demonstrate their ability to use their own initiative.	D2 Learners carry out their specified role effectively and successfully. They make a significant and extensive contribution to the overall running of the exhibition or event, in addition to undertaking their own role
3	Be able to gain feedback on the final media exhibition or event	P4 Learners gain feedback on the final media exhibition or event		
4	Be able to evaluate the final media exhibition or event	P5 Learners evaluate the final media exhibition or event based on feedback received, including: <ol style="list-style-type: none"> fitness for purpose process followed strengths and weaknesses appeal to audience 	M3 Learners evaluate their own contribution to the exhibition or event. They explain their strengths and limitations, and their contribution to team work.	

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.

Understand professional media exhibitions or events

For example:

an art, film exhibition in a museum, an awards ceremony, live music event, trade show, fashion show:

- artistic, commercial, informative, educational, entertaining, fundraising
- exhibits, interactive areas, talks, freebies, demonstration areas, product displays
- target audience, age-specific, demographics, lifestyle related
- design/style – appropriate selection of exhibits, displays, aesthetic considerations, visibility and visual impact, use of sound/music, accessibility, staffing, entrance cost
- accessibility, suitable layout, facilities, lighting, staging
- copyright, intellectual property rights, slander, libel, permission to film, royalties, violence, offensive language/behaviour/material, public interest
- health and safety, safe working practices.

Be able to contribute to the planning and running of, a media exhibition or event

All of the planning aspects must be covered by the group in the overall team plan.

For example, end of year show, exhibition, live music event, music festival, carnival, fashion show:

- a) layout plans, displays, decoration
- b) layout for instance build and construction, entertainment, objects on display etc.
- c) overall theme for the event
- d) budget breakdown with costings
- e) timescale, staff, role allocation, publicity, advertising, logistics, target audience, catering
- f) catering for the event including food and drinks i.e. type of food presentation, hot or cold preparation etc. – potential for sponsorship opportunities of food and drink etc.
- g) breakdown by time of the plan for the running of the event, running order

- h) copyright, intellectual property rights, slander, libel, permission to film, royalties, violence, offensive language/behaviour/material etc.
- i) health and safety compliance and Health and Safety Executive guidelines
- j) a programme, ticketing, posters.

For example:

- manage the key personnel involved in the project etc.
- set up the venue, including layout, sound, lighting, presentation equipment, with attention to safe working practices identified in the risk assessment etc.
- carry out the tasks identified in the event planner etc.

Be able to gain feedback on the final media exhibition or event

For example:

- visitor/comment book, questionnaires, sound bites, vox pop, witness statements.

Be able to evaluate the final media exhibition or event

For example:

- own opinion - what worked well/not so well?
- did the exhibition/event run to plan?
- what did the feedback say?
- are there any possible improvements that can be used for future exhibitions/events?

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with all other practical production units.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: Learners should be encouraged to look at an exhibition or event linked to the event or exhibition that they intend to organise, for instance if learners are planning on holding a photographic exhibition they should visit and analyse a professional photographic exhibition. When considering the elements of the event or exhibition such as purpose, content, layout, location etc., learners could consider how these elements have been constructed to appeal to them as the potential target audience - a personal view on this may assist learners with an appreciation of how they should consider constructing the elements for their intended event or exhibition. Suggested evidence could be a report, annotated maps of the venue, photographs, illustrations, interviews with organisers. It may be helpful for learners to build up mood boards or fact files of information gained from the event/exhibitions such as brochures, flyers, handouts. If audiovisual material is included, learners should ensure that the appropriate permission has been obtained.

P2/P3/M1/M2/D1/D2: When learners start to think about planning their own exhibition or event, they may benefit from a visit from a guest speaker or a professional event organiser, who will be able to provide learners with a valuable insight into the key areas that should be considered when planning an event or exhibition. Learners should also be aware of the timeframe that they are working to and try where possible to emulate industry standard practices and formats when constructing their plan. The evidence gathered in P1 should provide learners with resources and suggestions and not be seen in isolation. The event or exhibition could be an end of year or end of coursework show, an awards ceremony, which highlights work on the course. Evidence could take the form of a file of the planning and running of the event or exhibition, photographs of the event or exhibition, audiovisual evidence of the exhibition, learners could also provide minutes of meetings, which should, where possible, indicate any action points with dates and the individual responsible. Learners' individual contribution to the planning and running of the exhibition or event should be evidenced by witness statements from the supporting tutor.

P4: Evidence of feedback could take the form of written or verbal feedback, it is suggested that if the feedback is in verbal form the learner makes some form of recording of the feedback, such as a written report, written response via email, learners could also use completed questionnaires or audio recording to record feedback. Learners' work should be supported by a witness statement from the supporting tutors.

P5/M3: Prior to learners producing their evaluation of their exhibition or event it may be beneficial for them to undergo a team or individual debrief with their tutor. The evaluation could take the form of a written report, audiovisual commentary or blog.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Bowdin, G & Allen, J & O'Toole, W & Harris, R & McDonnel, I (2006)	<i>Event Management</i> A Butterworth-Heinemann Title (2nd edition)
Shone, A & Parry, B (2004)	<i>Successful Event Management</i> Thomson Learning (2nd edition)

Websites

www.exhibitions.co.uk

www.thenec.co.uk

www.eco.co.uk

www.aeo.org.uk

LINKS TO NOS

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety

HSS6 Conduct a health and safety risk assessment of a workplace

Creative and Cultural Skills – Live Events and Promotion (2008)

LE6 Support the planning of live events

Skillset – various

X1 Contribute to good working relationships



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.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk