Unit 15: Contribute to the Organisation of an Event

Unit reference number: L/506/1869

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit type: Competence

Unit summary

The management of an event is crucial ensure an event is successful, and can be an activity undertaken by people working in a support role. It could involve planning and co-ordinating arrangements for a variety of events from arranging meetings, product launches, exhibitions and promotions to organising a full-scale conference. There are organisations that actually specialise in event management, which shows how important this function is.

In this unit you will learn what is involved in the planning of an event, and the importance of being aware of the different needs of delegates attending, the requirements of health, safety and security, and how to deal with any problems that may arise during the event.

You will have the opportunity to organise an event as a practical activity to give you the direct experience to plan, co-ordinate and arrange all the different stages involved. There will be practical considerations of booking venues and equipment, and other preparatory work, including sending information to delegates and organising resources. You will explore the support tasks involved during the event, together with follow up activities at the end of the event.

During these challenging activities you will develop skills in communication and liaising with others, time management, problem solving, negotiating, planning, resource management, teamwork, monitoring and evaluating.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria	
1 Understand event organisation	1.1	Explain the roles, responsibilities and accountabilities of individuals involved in the event
	1.2	Explain the purpose and features of different types of events
	1.3	Describe the type of resources needed for different types of events
	1.4	Describe the different needs attendees may have and how to meet these
	1.5	Explain the requirements of health, safety and security when organising events
	1.6	Describe the types of problems that may occur during events and how to deal with them
2 Be able to carry out pre-event actions	2.1	Identify venue requirements for an event
	2.2	Obtain resources within the agreed timescales
	2.3	Distribute pre-event documentation to delegates in accordance with the event plan
	2.4	Co-ordinate attendee responses within the agreed timescale
	2.5	Identify any special requirements of event attendees
3 Be able to set up an event	3.1	Set up layout and resources in accordance with the event plan
	3.2	Confirm that all identified resources are in place and meet requirements
	3.3	Behave in a way that maintains organisational values and standards

Learning outcomes	Assessment criteria
4 Be able to carry out post-event actions	4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract
	4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event

Unit amplification

AC1.1: **Explain the roles, responsibilities and accountabilities of individuals involved in the event**

- *Event leader:* depending on seniority within organisation allocating or obtaining budget required; discussing purpose and requirements with the event organiser, e.g. numbers involved, type of venue required, facilities, catering, accommodation, other resources; providing information on delegates/target audience to be invited; staff involved; visiting speakers; monitoring costs and evaluating the event

- *Event organiser:*
  - Liaising with event leader: organising a venue and location that meets budget and costs allocated; facilities, e.g. presentation room, layout, breakout rooms; resources; catering; delegate requirements; parking adjacent to accommodation; bookings; access transport; special needs

  - Responsibilities: setting up programme; liaising with presenters; setting event objectives; presentation materials; arranging visiting speakers; invitations; event programme; acceptances; preparation and distribution of delegate materials; final delegate lists; name badges; confirming numbers to venue

  - Current legal requirements: law of contract (with venue, outside speakers, suppliers); agreements; health and safety, and security (safe keeping of delegate and organisation's belongings and equipment)

  - During the event: check rooms, equipment, materials, safety and security, meet delegates for registration, record delegates attending, resolve problems if arise, monitor presentations and activities to meet programme times

- *Support staff working with the event leader:* availability; timely preparation of presentations and event materials

- *Venue staff:* providing room accommodation and equipment as booked; timely catering requirements; healthy, safe and secure environment

AC1.2:   **Explain the purpose and features of different types of events**

- *Types of event:* meetings; conferences; business dinners/awards ceremonies; exhibitions; courses/workshops; networking events/conferences; promotional events/product launch; fundraising events

- *Internal:* involving own staff but possible external speakers

- *External:* involving own staff and outside delegates, e.g. customers

- *Confidential:* concerning finance, issues of company strategy

- *Routine/formal:* held on a regular basis and a requirement either legally or as an organisation's procedure, e.g. Annual General Meeting, regular board meeting

- *Non-routine/informal:* e.g. ad hoc meetings as needed by the operations of an organisation, regular team meetings

AC1.3:   **Describe the type of resources needed for different types of events**

- *Types of resources:*
  - Budget; costs
  - Room/venue (size, location, date); breakout rooms
  - Presentation equipment
  - Other equipment (copying facilities)
  - Adjacent overnight accommodation
  - Refreshment facilities (bookings, delegates with special dietary requirements)
  - Visiting speakers/presenters
  - List of delegates to be invited; invitations (event brief, date, venue, map, transport details); record of acceptances or those unable to attend
  - Programme and relevant documentation
  - Attendance list; name badges
  - Writing material for delegates

AC1.4:   **Describe the different needs attendees may have and how to meet these**

- *Different needs:* access arrangements to venue and within meeting rooms, e.g. lifts, wheelchair access, ramps, handrails, room facilities for any overnight accommodation; transport support; audio links or documents in braille; special dietary requirements

AC1.5: **Explain the requirements of health, safety and security when organising events**

- *Requirements of health, safety and security:*
  - Venue is free of hazards: checks made of room(s); equipment PAT tested; secure and safe cabling
  - Security of event materials: confidentiality of information and communications
  - Security of delegate belongings when breaks taken
  - Aware of any fire alarm systems and practices: inform delegates; alert delegates to emergency exits and meeting point
  - Room and facilities direction signs in place
  - Recording attendance

AC1.6: **Describe the types of problems that may occur during events and how to deal with them**

- *Problems and resolutions:*
  - Non-delivery of resources: last-minute photocopying
  - Late or non-arrival of presenter: make contact to clarify time of arrival; inform event leader of outcome; re-organise programme timing, e.g. if presenter arriving later; discuss alternative activity with event leader to fill the time slot if non-arrival
  - Unexpected higher number of delegates than expected creating inadequate room(s) or resources: sharing resources while extras prepared; adding more chairs; if insufficient space, need larger room or extra room; may cause doubling up presentations; ensuring available presenter
  - Missing specific resources (special equipment) causing delay in presentation: rearranging programme to allow time to provide missing resource or use alternative method of presentation
  - Delegate taken ill: how serious; call emergency services or deal with via venue's first aid facility; inform contact person for delegate

Information for tutors

Suggested resources

Books

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning* (2nd edition) (ALPHA, 2006) ISBN 9781592574629

Friedmann S – *Meeting and Event Planning for Dummies* (John Wiley & Sons, 2003) ISBN 9780764538599

Websites

www.business casestudies.co.uk – The Times 110: business case studies

www.evolutionevent.com – Event Management Company: case studies of events organised for major companies

www.skillscfa.org – Skills CFA: Sector Skills Council for Business Administration

Other

Haymarket Business Publications Ltd – Event

Exhibitions and live events information

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The primary source of evidence for demonstrating achievement of learning outcome 2, learning outcome 3 and learning outcome 4 is direct observation of the learner carrying out their work activities relating to the organisation of an event.

The evidence from the direct observation for learning outcome 2, learning outcome 3 and learning outcome 4 could be supported by examining work products such as notes produced, checklists and non-verbal communication to colleagues, venues and/or customers, e.g. emails, letters etc. – this provides further evidence to meet the requirements, for example AC2.1, AC2.2, AC2.3, AC2.4, AC2.5 and AC4.2. To achieve AC3.5, learners need to provide evidence of following up actions in accordance with the brief either through emails, verbal communication and/or records showing actions have been followed up. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.3, AC2.5, AC3.3 and AC4.1.

Question and answer (Q&A) sessions could also be used to provide supporting evidence of the learner's competence. For example, the learner could be asked to explain how to behave in a way that maintains organisational values and standards (AC3.3).

Question and answer (Q&A) sessions or learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe the types of resources needed for different types of events. This relates the assessment of AC1.3 to that of AC2.2. Similarly, the learner could be asked to describe the different needs attendees may have and how to meet these; their description could be supported by the appropriate work products. This links AC1.4 to AC2.5. If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the assessment requirements. For example, the learner needs to describe at least three types of problems that may occur during events and how to deal with them (AC1.6).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.