

# Unit 21: Events Organisation in Hospitality

<b>Unit code:</b>	<b>Y/601/0496</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge and understanding of features of different types of events, tasks and skills required for event management, planning considerations for event management and essential requirements for safety, security and crowd management.

## ● Unit introduction

Events is a growing employment industry. Worldwide it employs over one million people, working in partnership with many service providers, especially the travel and tourism sector. Many learners will have observed events as customers or watched them on television, and some might have participated. In this unit they will not be required to participate in or plan an event, but they will examine the way that the events industry works and the importance of the smooth running of events in ways which minimise the risks and maximise the enjoyment for customers.

The events industry is made up of the following sectors: temporary sporting events, music events, themed events and functions, meetings and conferences, and exhibitions. Event management businesses usually do not own venues; rather, they hire venues and subcontractors according to the individual needs of an event. This unit also focuses on events that are on a larger scale, which could be defined as being more than 200 people.

Events are expensive, with high expenditure over a short period of time; careful planning is essential, not just to secure safety and provide a good customer experience, but also to reduce financial risk. Safety, security and crowd management are key features of event planning. Safety of the event audience, staff and subcontractors is a major concern. Learners will develop an understanding of the methods used to eliminate risk and the services provided by police, fire officers and first-aid staff. Event management is a demanding but exciting industry in which to work, aiming to provide customers with a memorable experience. Learners will have the opportunity to discuss the skills required and get a clearer idea of the jobs available.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know features of different types of events
- 2 Know tasks and skills required for event management
- 3 Understand planning considerations for event management
- 4 Understand essential requirements for safety, security and crowd management.

# Unit content

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## 1 Know features of different types of events

*Types of event:* corporate leisure eg celebrations, parties, themed events; corporate business eg conferences, product launches, brand promotions, awards ceremonies; exhibitions and fairs eg art, fashion, antiques, jobs; festivals eg music, food and drink, arts, fireworks display, carnivals

*Features:* locations; budgets; duration; types of client; guest profiles; event size

*Facilities:* location; number; availability; size eg available space, seating capacity; access, eg for disabled; technology eg audiovisual resources, telecommunications, wireless computer capabilities, business support services; details of function etiquette, religious and cultural guidelines, and protocols appropriate to different occasions eg weddings, formal dinners; ambience eg lighting, temperature, decor, themes; entertainment eg guest speakers, musicians; car parking; accommodation

## 2 Know tasks and skills required for event management

*Tasks:* taking client brief; developing ideas and themes to meet client needs; researching event venue; preparing proposal; deciding on venue appearance eg layout, decorations; sourcing materials, suppliers and contractors; budgeting; setting up marketing eg promotions, ticketing and sales; ensuring health and safety eg risk assessment, crowd control; establishing tools for evaluation and feedback

*Skills required:* types of job eg events officer/manager, entertainment manager, catering manager, registration and ticketing manager, pyrotechnic consultant, light and sound engineer; skills and attributes needed eg project management skills, people skills, creativity, writing skills, ICT skills, willingness to travel and work unusual hours

## 3 Understand planning considerations for event management

*Key planning:* establishing operational plans eg delegate entry/exit, crowd control, traffic (site and customers), complaints, safety, first-aid positions; event timings; procedures and checklists; contingency plans eg weather, shelter, delays, cancellations; utilities eg electrical supply, water supply, sewage and waste control; firefighting equipment; emergency planning eg fire/bomb evacuation; logistics for set-up and take-down

*Liaison with third parties:* with police eg routeing and road closures, signage, transport requirements, parking; with venues eg price, date; with catering providers eg quantity, cost, food, staffing; arranging equipment hire eg seating, staging, lighting, sound, portable lavatories; booking entertainment; applications for licences eg music, alcohol sales; with the fire brigade and first-aid organisations

#### 4 Understand essential requirements for safety, security and crowd management

*Safety:* employer and employee responsibilities under current legislation eg workers' compensation insurance, public liability insurance; safe lifting techniques eg appropriate machinery for lifting and securing heavy loads; risk assessments; safety steps and training for the use of electrical equipment (secure cords, cabling, lock-out areas of the grounds where necessary around generators); safety systems where fireworks are deployed; use of clear signage for staff and contractors; protective clothing

*Security:* situations in which police or security staff could be required; procedures and the importance of training for staff to meet security standards and prevent risks eg employ or recruit sufficient numbers of security guards, marshals, safety officers, traffic coordinators; effective communications systems; secure management of cash and tickets, security badges, materials and other valuables, requisition procedures for the issue of materials

*Management of people and crowds:* how to predict possible problems; crowd management and control procedures (barriers, walkways, emergency lighting); evacuation procedures; training of marshals and staff

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe different types of events and their features [IE 1, 2]		
<b>P2</b> identify tasks involved in the management of events <b>P3</b> produce event proposals <b>P4</b> describe attributes and skills for staff employed in the management of an event [IE 1, 2]	<b>M1</b> explain the importance of the necessary skills and attributes in relation to tasks of event management	<b>D1</b> evaluate the strengths and weaknesses of event proposals
<b>P5</b> explain considerations for planning and liaison within event management [IE 1, 2]	<b>M2</b> compare the planning and liaison requirements for different types of events	
<b>P6</b> explain features of safety, security and management of people and crowds. [IE 1, 2]	<b>M3</b> compare the safety, security and crowd control requirements of different types of events.	<b>D2</b> evaluate the effectiveness of staff, security and crowd control measures taken at different events.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

The delivery of this unit would be enhanced by a visit from an external speaker such as an event manager, or a visit to an event management company. It would be desirable, but not essential, for learners to undertake work experience at a local event or have some involvement with planning an event in their own centre, such as a charity fundraiser, prize giving, parents' evening or sports day.

The tutor will need to ensure that learners are able to access information about event management businesses, either through internet or text research. This information should include details of the types of employment opportunities and qualifications required.

Tutors could ask learners to research two different types of event and describe the typical features of each one, analysing whether or not the events were successful and stating why. Learners could produce image boards, collecting images that would inspire future event design. Recruitment websites are a valuable source of information about the skills and experience expected of personnel within the industry. Tutors could ask learners to match their own skills and qualifications to chosen jobs in the events industry, and to identify any additional training or skills they would need.

It would be helpful to use case studies to illustrate legal compliance and practise using flow charts to identify the processes of event planning. Sample budgets can be used to identify break-even data, and a sample budget could be set for a local fundraising event. Risk assessments can be undertaken and safety checklists compiled to provide learners with the opportunity to practise the use of safety systems. The tutor will need to provide an input on protocols for different types of event and also direct learners to examine leadership roles, motivation and team responsibilities.

Planning is a key consideration and group exercises will enhance learners' ability to identify the logistics of an event and the need to bring all equipment and other resources together at the right time. The use of time plans, lists and performance standards are key to the development of the appropriate skills. Learners will need direction with regard to operational policies. It would be extremely useful to arrange for them to talk with representatives from the police, fire and ambulance services about fire, accident, crowd control and security issues.

The following topics will need to be discussed in class: evaluation tools, setting objectives for measuring performance and analysing the results in terms of customer satisfaction, financial considerations and targets, teamworking skills, training and safety.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning.
Learners interview employers and find out the types of events they may hold.
Learners visit an event management business and find out about the key features of different types of events.
<b>Assignment 1 – Features of Different Types of Events (P1)</b>
Learners produce a booklet about the features of different types of events.
Group discussion to determine the key tasks involved in the management of events.
Visit to an event management business and observation of the skills required to work in events management – follow-up poster showing different types of skills.
Learners interview a member of staff from their own institution on event management.
Visit to an event management business to look at event proposals.
<b>Assignment 2 – Tasks and Skills Required for Event Management (P2, P3, P4, M1, D1)</b>
Learners create a presentation describing the tasks and skills required for event management including complete events proposals.
Videos of planning and liaison in event management – learners identify key planning considerations.
Videos of planning and liaison with third parties in event management.
<b>Assignment 3 – Key Planning Considerations for Event Management (P5, M2)</b>
Learners create a presentation explaining considerations for planning and liaison within event management.
Learners investigate safety, security and crowd control at events.
Video on security at events – discussion on safety requirements at different types of events.
Video on crowd control at events – discussion on crowd control requirements at different types of events.
<b>Assignment 4 – Requirements for Safety, Security and Crowd Management (P6, M3, D2)</b>
Learners investigate safety, security and crowd control at events and then do a presentation.
Tutorial support and feedback.
Self-initiated learning time.

## Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

### P1

In order to achieve P1, learners should provide written descriptions or presentations of the results of research into two different types of events. Typical features would include the purpose, the venue, audience, financial considerations (charitable fundraising or commercial revenue earning), timing (season, time of day, duration), event team members, contractors used, marketing, and any potential risks.

### P2 – P3 – P4 – M1 – D1

For P2, the tutor should provide an imaginary brief that requires learners to provide the following: a description or flow chart for an event to identify key tasks; the location of the venue; the features of the event; and identification of customer/audience needs; and key planning considerations to meet these needs, eg food, facilities, potential contractors, type of entertainment, staffing requirements, travel arrangements and parking.

For P3, the key tasks identified in P2 should be included in two draft written proposals for a client for the same event that identify different themes and options. A concept file containing graphic imagery would provide supporting evidence.

For P4, learners should provide a written description of the skills and attributes necessary to carry out the key tasks identified in P2 for people working in the event management industry. Supporting evidence could come from text or internet research to find job advertisements and basic job descriptions for jobs at a managerial, supervisory and operative level.

For M1, learners need to relate the key tasks in P2 to the skills identified in P4, explaining why the skills noted are so important.

To achieve D1, learners must evaluate any relevant factors for two proposals, eg the management company used, the amount of overall work involved, staff employed or volunteers engaged, the contractors used, organisations liaised with, and the suitability of the venue location in terms of audience access, transport and safety. The proposals evaluated could be those created by other learners for P3 or could come from case studies.

### P5 – M2

For P5, learners need to explain in general terms the planning and liaison used in different types of event management, identifying key deadlines and lead times, perhaps using a timeline diagram for this. In addition, learners need to identify the external parties who would liaise with the event management team, which, depending on the event, could include police, fire services, first aid, caterers, lighting engineers and sound engineers. If learners were to participate in planning a large-scale event in their centre or locality, then the working documents that they use would provide additional evidence.

To achieve M2, learners could compare either the same event type (eg a music festival) but on different scales (eg an audience of 200 versus an audience of 2000) or two different events of the same scale (eg a carnival and a country show for 600 people), identifying the similarities and differences necessary for the management of each event.

## P6 – M3 – D2

For P6, learners must produce a basic explanation of the key features of safety, security and crowd control which are necessary for different named types of events, as listed in the unit content. Learners could use a flow chart or checklists to identify the information in a succinct way.

For M3, learners need to compare two different events and use a fact sheet to compare the different requirements for safety, security and crowd control for each one. As for M2, the events should be similar either in scale or in type. The events chosen for M3 need not be the same events described in M2.

For D2, learners have to evaluate the effectiveness of staff, security and crowd control measures, using appropriate methodology, eg customer feedback, staff feedback, health and safety records or reports. One or both of the events could be experienced first hand or they could be researched. Conclusions should be drawn and feasible recommendations made.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Features of Different Types of Events	Learners take the role of HR manager at a conference centre and are required to prepare a booklet for new staff on different types of hospitality events and their features.	Learners prepare a booklet for new staff.
P2, P3, P4, M1, D1	Tasks and Skills Required for Event Management	Learners continue in the same role of HR manager and are required to produce a presentation for a client.	Learners prepare a presentation and supporting materials for the client on the tasks and skills required for event management including event proposals.
P5, M2	Key Planning Considerations for Event Management	Learners continue in the same role of HR manager and are required to produce a presentation for a client explaining considerations for planning and liaison within event management.	Learners prepare a presentation and supporting materials for the client.
P6, M3, D2	Requirements for Safety, Security and Crowd Management	Learners continue in the same role of HR manager and produce a presentation on safety, security and crowd control at hospitality events.	Learners prepare a presentation for new staff.



## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
Planning and Running a Hospitality Event	Planning and Managing a Hospitality Event

### Essential resources

Centres must have access to information about event management businesses and job opportunities in the industry. Learners need access to the internet.

### Employer engagement and vocational contexts

Visits from external speakers such as an event manager, or visits to an event management business would provide learners with an insight into events organisation. Developing hospitality industry links would enhance the delivery of this unit.

### Indicative reading for learners

#### Textbooks

Torkildsen G – *Leisure and Recreation Management, 5th Edition* (Routledge, 2005) ISBN 9780415309967

Van Der Wagen L – *Event Management, 3rd Edition* (Pearson, 2008) ISBN 9780733988806

#### Journals

*Caterer and Hotelkeeper* – Reed Business Information

*Event Magazine* – Haymarket Publications

#### Websites

[www.bha.org.uk](http://www.bha.org.uk)

British Hospitality Association

[www.catersource.com](http://www.catersource.com)

Catersource – Education, products and news for caterers

[www.people1st.co.uk](http://www.people1st.co.uk)

People 1st – Sector Skills Council for Hospitality, Leisure, Travel and Tourism

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	P1 describing different types of events and their features P2 identifying tasks involved in the management of events P3 producing event proposals P4 describing attributes and skills for staff employed in the management of an event P5 explaining considerations for planning and liaison within event management P6 explaining features of safety, security and management of people and crowds [IE 1, 2].

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	generating ideas for event proposals [CT 1]
<b>Reflective learners</b>	evaluating experiences and learning to inform future progress [RL 5]
<b>Self-managers</b>	organising time and resources, prioritising actions when producing event proposals [SM 1]
<b>Effective participators</b>	proposing practical ways forward, breaking these down into manageable steps when producing event proposals [EP 3].

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the main attributes of people employed in event management
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	describing the different types of events and their features identifying the key tasks involved in the management of an event and preparing proposals
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing booklets.