

Pearson BTEC Uzbekistan Level 4 Qualifications in

Administrative Support in the Public and Private Sectors

Unit 7: Business Meetings and Events

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the BTEC Level 3 (Uzbekistan Level 4) Qualifications in Administrative Support in the Public and Private Sectors specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 7: Business Meetings and Events

Delivery guidance

On completion of this unit, learners will have developed skills to enable them to plan, organise and support business meetings and events.

Approaching the unit

The purpose of this unit is to introduce the concept of business meetings and events to learners and develop their skills in this area. This is a practical unit where learners are expected to demonstrate skills in planning, running and following-up after an event.

Learners will bring their knowledge of meetings and events through their own experiences whether this be inside or outside school or college.

Encourage learners to look at a variety of events and understand that they come in many forms and have many purposes. They should become aware that if properly managed, events can benefit businesses, but events require forward planning, monitoring and evaluating once complete.

Learners must have plenty of opportunities to research events across a range of businesses to show their knowledge and understanding of the unit.

To complete this unit, learners will need access to a range of research materials, which could include the internet, journals or magazines, and books.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small group discussions on the importance of event briefs and event plans, and how a successful event can be run
- individual or group presentations – covering the planning of successful events
- case studies – illustrating events in businesses
- media and journal articles relating to events
- videos – providing talks on events.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence that is sufficient for assessment.

Delivering the learning aims

For Learning aim A, it is important that learners understand the different types of business events and the importance of an event brief. Ask learners to individually list different types of events they have attended or know about e.g. in school or college, outside activities, or at work, then identify the purpose of the event and share these with the class.

Expand on the topic by having learners share stories about their experiences in, and knowledge of, different events, and what they believe contributes to the success of an event. There are many short video clips on the web that illustrate business events.

For Learning aim B, it is important that learners understand how important it is to provide administrative support to a business event in accordance with business needs, and the class can discuss this and add their own examples. This can include planning beforehand and dealing with difficult people and issues on the day.

Guest speakers could be invited from local and national businesses to talk about planning and running events. Learners could be tasked with preparing suitable questions prior to each speaker's arrival on the subject of events and how they have been successfully organised. This should ensure that learners are getting the most out of this activity.

For Learning aim C, you should ensure that learners have the opportunity to carry out follow-up activities after a business event. Learners must carry out activities appropriate to their event such as clearing up the room, paying suppliers, if relevant, and circulating post-event information.

At the end of the event learners should be asked to review its success. They will need to gather feedback from participants, identify what went well and make recommendations to improve such events in the future.

Assessment guidance

This unit is internally assessed through a number of tasks and involves working in a team. Working in teams is an accepted part of learning within vocational education, but the centre is reminded that it is essential that each learner's individual contribution must be the basis of the assessment decision. A common group grade must not be assigned to all members of the group, but individual contributions should be measured against the learning aims and the assessment criteria. Learners should be clearly informed as to how individual contributions to the team will be measured and assessed against the unit specific learning aims.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be a portfolio that includes a workbook accompanied by individual research, plus details of the learner's own participation in team activities, supported by assessor/peer observation records and witness statements.

BTEC assessors could complete observation records, and learners' colleagues in placements or part-time work could complete witness statements. Note that observation records alone are not sufficient sources of learner evidence: the original learner-generated evidence must also support them.

Important note on the timing of the practical assessment

The practical nature of this unit means that to achieve Learning aim B, time must be allocated for students to participate in the planned meeting/event outside the classroom/teaching environment. Teachers will need to be present at the meeting/event to examine the competence of students by watching them carry out the activities i.e. providing support during the event, dealing with issues or complaints that may arise, and applying technical ability and confidence when setting up and monitoring the use of any audio-visual and other meeting-related equipment.

If additional time for the event cannot be arranged, the event can be scheduled to take place during normal lessons, although in this case the teacher will need to condense some of the learning suggested in the scheme of work.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 7: Business Meetings and Events
Introduction Begin by introducing the unit to learners through a group discussion. This can be followed by outlining the learning aims of the unit.
Learning aim A – Demonstrate effective planning and preparation for a business event according to a given brief
<ul style="list-style-type: none">• Begin by asking learners to think about examples of different businesses that they have experience of.• Use these examples to lead a discussion on the different and varied types of events that businesses hold and/or attend. How are these events organised? Were they successful – why?• Ask learners to collaborate in small groups to share their thoughts on events, then list what they consider are the three key ingredients for event success before feeding back to the class.• Why are event briefs important? Facilitate a discussion about event briefs, then ask learners to create an event brief for a given event, and present this to the class.• Ask learners to identify all the problems that can go wrong when organising events and feed back to the class.• Arrange for a local employer to talk about different events that they have held in the workplace, such as training events or product launches, and what has worked well or what could have been improved.• Lead a discussion about the importance of event plans, identifying the essential elements that must be included.• Discuss the use of planning tools such as Gantt charts, critical path analysis and online planning tools.• Use a variety of case studies to investigate delegates' needs and special requirements, health, safety and security requirements, legal and organisational requirements for contracts, resources and materials, and any adaptations that need to be made.

Unit 7: Business Meetings and Events

- Ask learners to carry out a risk assessment for an internal event at the centre and discuss the importance of all the types of insurance and contracts/agreements that must be in place when planning an event, including those that relate to suppliers and deliveries.
- Ask learners to prepare a 10 minute presentation about a guide to local venues outlining the advantages and disadvantages for selecting a particular location for an event and explaining how to book this venue.
- Lead a discussion on the potential problems that could arise during an event.
- How can you publicise an event? Ask learners to carry out research into methods suitable for a number of events and their costs.
- Discuss the importance of taking minutes at planning meetings, using copies of real minutes. Ask a guest speaker to share their experience.

Learning aim B – Be able to provide administrative support to a business event in accordance with business needs

- Introduce the topic of administrative support for events.
- Lead a discussion on what would happen when you arrive at an event e.g. the need for name badges, signing in lists, security staff, directions etc including any additional requirements such as information in Braille or audio links as well as where equipment or other items can be stored to keep them safe, e.g. coats and bags.
- Learners can take part in a class discussion on safety and security e.g. emergency evacuation procedures, security procedures such as issuing ID cards, signing in and out and keeping attendees and any documents secure.
- Lead a discussion on catering at events and the considerations of the refreshments or meals served to include the type of food, dietary preferences and requirements, religious implications, suitability for the type of event and cost.
- How do you expect to be greeted when you arrive at an event? Lead a discussion on the requirements when arriving at an event e.g. the need for name badges, signing in lists, security staff, directions etc including any additional requirements such as information in Braille or audio links as well as where equipment or other items can be stored to keep them safe, e.g. coats and bags.
- Ask learners to consider the type of queries attendees might have. Learners can consider information they would need to know and things that could go wrong.

Unit 7: Business Meetings and Events

Learning aim C – Be able to carry out follow-up activities after a business event

- It is important that learners have plenty of opportunities to research successful events.
- Discuss what happens post-event e.g. information and documents that are required to be sent out to attendees, including clearing up the venue, making payments for any services used and circulating post-event information and documents.
- Ask learners to consider how they would evaluate the success of the event and make justified recommendations.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 3: Supporting and Leading Teams
- Unit 6: Administrative Support for Projects.

Resources

Textbooks

Armstrong, D et al – *The Event Professional's Handbook: The Secrets of Successful Events*, Harriman House Ltd (2016), 9780857195104

A detailed resource for regular event planners and organisers.

Capeli, L – *Event management for Dummies*, John Wiley & Sons, 1st edition (2013), 9781118591123

A step-by-step guide to event management.

Conway, DG – *The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event*, Robinson, 3rd Edition (2019), 9781472143464

A guide to managing large-scale events.

Websites

<https://www.businessballs.com/communication-skills/meetings-how-to-plan-and-run-meetings/>

A concise guide to planning and organising business-related meetings and events.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 7 Business Meetings and Events
Guided Learning Hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	Unit 3: Supporting and Leading Teams Unit 6: Administrative Support for Projects

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Aim A Introduction to the unit		<ul style="list-style-type: none"> • Teacher presentation (PS): Issue specifications to discuss the unit, the learning aims and the mode of assessment. Introduce useful resources. • Small group activity: Learners think of different examples of events that they have experienced. • Teacher-led discussion: Use these examples as the basis for a class discussion. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS) Template form (TF1)

#	Topic	Lesson type	Suggested activities	Resources
2	A1 Introduction to events		<ul style="list-style-type: none"> • Teacher presentation (PS): What type of business events take place? • Paired activity: Learners list the different events that they have attended or know about. This should include events at their school or college. • Teacher-led discussion: Learners provide a list of suggestions and discuss together whether these are internal or external, and discuss their purpose. • Small group activity: Learners research recent events that have been held locally by organisations. • Teacher-led discussion: Use these examples as the basis of a class discussion. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)
3	A1 Types of events, including online and physical		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Issues with online and physical events. • Paired activity: What can go wrong in a video conference? • Teacher presentation (PS): Formal and informal events. • Individual activity: Learners write up notes on 'informal' and 'formal' events. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
4	A1 Understanding event briefs		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): What is an event brief? • Paired activity: Learners discuss the importance of event briefs. • Teacher-led discussion: Why are event briefs important? • Small group presentation: Creation of an event brief for a given event, and presentation to the class. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)
5	A2 Problems that can arise before, during and after an event		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Recap the different types of events. • Teacher presentation (PS): What can possibly go wrong? • Paired activity: Learners identify all the problems that can go wrong when organising at least two events. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
6	A2 Features of an event brief		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. Preparing for a guest speaker. • Group activity: Learners discuss the characteristics of different events that could be held in the workplace. • Paired activity: Learners create a draft event brief and compare with other pairs. • Paired activity: Learners compile a list of questions to ask the speaker about events they have run and the event briefs they have used. • Plenary session: Class discussion of questions and their suitability. Teacher to confirm the main learning points. 	Unit specification Whiteboard and pens
7	A1 and A2 the practical approaches to planning business-related meetings and events used by a local business organisation.	GS	<ul style="list-style-type: none"> • Lead in: Welcome and introduce the guest speaker to the class. • Guest speaker: Guest speaker provides input on and discusses different events that their organisation has held in the workplace, such as training events or product launches, including what has worked well or what could have been improved. Guests could show learners the event plan they used. • Group discussion (AS1): Learners ask pre-prepared questions on different events that they have held inside and outside the workplace. • Plenary session: Learners write up notes. 	Unit specification Whiteboard and pens AS1 pre-prepared questions Any resources required by guest speaker

#	Topic	Lesson type	Suggested activities	Resources
8	A2 Roles and responsibilities of individuals involved in the planning and organising of an event		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson with the guest speaker. Question and answer session with learners to confirm understanding. • Teacher presentation (PS): What are the different roles a team needs to perform to run an event? • Paired activity: Learners identify team members and their roles and feed back their thoughts to the class. • Small group activity: Produce role descriptions for each of the individuals involved in planning and running an event. • Group discussion: Learners feed back to the class so that all learners can agree on shared definitions of the different role descriptions. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)
9	A2 Importance of preparing an event plan		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): What is in an event plan and why must it be there? • Small group activity: Identifying the essential elements that must be contained in an event plan. • Paired activity: Reviewing event plan templates. 	Unit specification Whiteboard and pens Event plan templates Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Which template is the most effective when planning an event? • Plenary session: Confirm the main learning points. 	
10	A2 Use of planning tools		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Use of planning tools. • Small group activity: Creating Gantt charts and a critical path analysis. • Paired activity: Researching online planning tools. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Access to internet Teacher presentation (PS)
11	A2 Researching events	V IS	<ul style="list-style-type: none"> • Visit: Arrange for learners to visit an event at an employer's or another location, so that they can experience arriving at an event, signing in and being educated in another environment. • Individual activity: After the visit learners reflect and write a summary of their thoughts on the event: what worked well? and what could be improved? • Independent learning activity: Learners find out about different business events that are happening in their area that they could be permitted to attend in order to develop their knowledge of business event planning. Learners will feed back their findings in the next session. 	Class register for attendance at visit

#	Topic	Lesson type	Suggested activities	Resources
12	A2 Considerations in planning an event	IS	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Small group activity: Looking at case studies to investigate the considerations of planning an event. • Teacher-led discussion: Discuss learner findings and explore 'what-if' scenarios. • Teacher presentation (PS): Needs and special requirements of guests. • Individual learning activity: Research into different types of risks when running an event. • Paired activity: What is the difference between a 'hazard' and a 'risk'? • Teacher presentation (PS): Contracts, resources and materials required, including insurance. • Teacher-led discussion: Types of insurance and contracts/agreements that must be in place when planning an event, including those that relate to suppliers and deliveries. • Independent activity: Learners write a summary of the considerations covered. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Case studies Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
13	A2 Local venues and green screen locations	IS	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher-led discussion: Suitable venues in this area for a business event. • Small group activity: 10-minute presentation and guide to local venues for a business event. • Individual activity: Online research into a green screen location for a virtual event. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Internet research facilities
14	A2 Considerations when booking a venue,		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): What resources do delegates at events expect? • Group discussion: Equipment and facilities at events learners have attended. • Teacher-led discussion: Deciding on resources required including what is essential and what is only desirable. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
15	A3 Booking a venue		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Booking a venue. • Small group activity: Investigate different booking systems for venues and the use of software to book. • Group discussion: The effect of additional expenses. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Internet access Computer software suitable for event booking Teacher presentation (PS)
16	A3 Equipment and resources		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Types of equipment typically supplied by venues. Ways to set up a venue. • Small group activity: Researching the equipment provided by a specific venue. • Group discussion: Learners feed back to the class on equipment, costs and setting up a venue. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)
17	A3 Arranging travel and accommodation	IS	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Types of transport needed for events. 	Unit specification Whiteboard and pens

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Independent research activity: Transport to and from a venue and considering parking or other requirements and the need for overnight accommodation. Learners present their findings to the class. • Plenary session: Confirm the main learning points. 	Teacher presentation (PS)
18	A2 Risk assessment	V	<ul style="list-style-type: none"> • Visit: Arrange for learners to complete a risk assessment at a local event venue. • Small group activity: Risk assessment on a venue. 	Venue to visit Unit specification Blank risk assessment forms
19	A2 Taking actions to mitigate against potential problems during the event		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): Potential problems during an event. • Paired activity: Issues that could arise for a charity fund-raising evening to be held at the centre. • Paired activity: Potential problems and solutions for a local event. • Group discussion: Learners feed back to the class on potential problems and how they could be handled. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
20	A4 Methods of publicising the event; achieving maximum attendance		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher-led discussion: How do attendees become aware of an event? Learners provide a list of all the types they can think of. • Paired practical activity: Research into publicising an event. • Group discussion: Learners feed back to the class on potential ways to publicise an event, their suitability and cost. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Internet access
21	A4 Creating publicity		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher-led discussion: What is the best way to invite people to an event? • Small group activity: Learners produce a sample email, paper/electronic invitation and poster for a charity event to be held in their centre. • Group discussion: Learners share their invites and provide feedback on how the resources could be improved to publicise the event effectively. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Access to computers

#	Topic	Lesson type	Suggested activities	Resources
22	A5 Taking and distributing minutes		<ul style="list-style-type: none"> • Lead-in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): What are minutes of meetings? • Small group activity: Looking at copies of minutes of meetings. • Group discussion: Learners feed back to the class on their findings. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Real minutes of different meetings Internet access Teacher presentation (PS)
23	A5 Taking and distributing minutes	GS	<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Guest speaker: Arrange for an experienced administrator such as a club secretary or administrator who regularly takes minutes to explain to learners the process and what is required including any methods of taking notes. • Small group activity: Meeting to discuss active listening and paraphrasing. • Individual activity: Checking 'mock minutes'. • Group discussion: Comparing results. • Teacher presentation (PS): Ways to store minutes. • Independent learning activity: Reviewing minutes. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Resources required by guest speaker Materials required to take minutes Copies of 'mock minutes' Teacher presentation - (PS) Assessment Workbook – Task 1

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Preparing for assessment: Learning aim A – Distribution of Assessment Task 1 – Parts a and b. 	
24	Assessment Task 1	AW	<ul style="list-style-type: none"> • Assessment workshop: Learners take part in assessment activities including: <ul style="list-style-type: none"> ○ group meetings ○ independent event planning and preparation. 	Unit specification Whiteboard and pens Assessment Workbook – Task 1 Flipcharts and pens Internet access
25	B1 Organisational protocols in greeting event delegates on arrival		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and general feedback on assessment task. • Teacher-led discussion: How do you expect to be greeted when you arrive at an event? Learners write down a list of examples within a set time period, and then discuss answers as a class. • Teacher presentation (PS): Arriving at an event. • Small group activity: Role-play welcoming someone to e.g. a training event and being confident speaking with the public. • Teacher-led discussion: How can the principles of customer service training be incorporated into a business event, and what are the benefits to the event organisers and attendees? • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
26	B1 Health and safety requirements		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Small group activity: Produce an emergency evacuation procedure for the classroom. • Teacher presentation (PS): Keeping event delegates and materials secure. • Group discussion: Follow-on discussion of security at meetings. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Access to computers Teacher presentation (PS)
27	B1 Dietary requirements		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher presentation (PS): The implications of different diets on event planning. • Group discussion: Making sure that catering is suitable and cost effective. • Plenary session: Confirm the main learning points. 	Unit specification Whiteboard and pens Teacher presentation (PS)
28	B2 Responding to queries, issues, problems and complaints		<ul style="list-style-type: none"> • Lead-in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher-led discussion: What is the worst complaint you have ever made, and how was it dealt with? • Teacher presentation (PS): What can go wrong at an event – complaints, concerns and issues. 	Unit specification Whiteboard and pens Teacher presentation (PS)

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: What queries might attendees have? • Small group activity: Role-play – dissatisfied customers. • Plenary session: Confirm the main learning points. • Preparing for assessment: Learning aim B – Distribution of Assessment Task 2. 	Assessment Workbook – Task 2
29	C1 Follow-up activities to an event		<ul style="list-style-type: none"> • Lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. • Teacher-led discussion: What happens after an event? • Teacher presentation (PS): Post-event information and documents that are required to be sent out to attendees. • Small group activity: Learners produce checklists for each of the post-event activities to record what needs to happen. • Teacher presentation (PS): How do you make judgements and evaluate the success of the event? • Plenary session: Confirm the main learning points. • Preparing for assessment: Learning aim C – Distribution of Workbook Task 3. 	Unit specification Whiteboard and pens Teacher presentation (PS) Assessment Workbook – Task 3

#	Topic	Lesson type	Suggested activities	Resources
30	Assessment Task 3	AW	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and confirm requirements of assessment. • Assessment workshop: Learners take part in assessment activities detailed in the Assessment Workbook – Task 3. <p>IMPORTANT NOTE: This workshop assumes that the event planned by the learners takes place outside of normal lesson times. If there is no time for this approach, Assessment Tasks 2 and 3 will need to take place in this lesson. Teachers may choose to condense earlier lessons to allow more time for this assessment.</p>	Unit specification Whiteboard and pens Assessment Workbook – Task 3 TF2: Unit Evaluation forms

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	1 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • the requirements of the unit • how they can use local organisations as a basis for their research • the way in which they should record their notes, research activities and key terms in the form of a portfolio of evidence including a glossary of key terms.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF1: Template for recording the outcome of key learning points drawn from the lesson
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): Issue unit specifications to allow learners to discuss the requirements of the unit and how organisations from the local area could help.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Small group activity: What do we understand by the term 'event'? Learners work together to create a mind map to identify different events they have attended, where each was held and the purpose of each. Each group shares their findings with the class. • Paired activity: Ask learners to work in pairs to suggest examples of different businesses that they have experience of, that might use events. • Class discussion: Learners share their examples with others and discuss how they may use local organisations to help their understanding of events.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Teacher confirms the main learning points identified in the lesson. • Teacher presentation (PS): Provide learners with a template (TF1) of how they should record the outcome of their discussions and the main learning points. This should include an on-going glossary of key terms identified within a lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and commence the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	2 (120 mins)
Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • the types of business events that take place.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Introduction to the topic of events.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): What type of business events take? • Paired activity: Learners suggest different events they know of, they have experience of, or they have attended. • Teacher-led discussion: Use these examples as the basis of a class discussion on the different and varied types of events that businesses hold and/or attend. How are these events organised? Were they successful? Why? • Small group activity: Learners research recent events that have been held locally by organisations. • Teacher-led discussion: Use these examples as the basis of a class discussion.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Group discussion on what they have learned about events.
Private study/homework	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	3 (120 mins)
Lesson objectives	<p>Learners must understand the:</p> <ul style="list-style-type: none"> • features of formal and informal events • features and issues with virtual meetings and conferences
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (90 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): Online and physical events that highlight some of the issues with both types. Access a video-sharing website, such as <i>YouTube</i> to give examples of the issues e.g. with video-conferencing. • Paired activity: Learners identify all the things that can go wrong in a video conference call after watching the video and how these could be applied to other scenarios. • Teacher presentation (PS): Formal and informal events – what is the difference? Give examples for a variety of organisations. • Individual activity: Learners write up notes on ‘informal’ and ‘formal’ events. Teacher to check understanding throughout the activity.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary session: Group discussion on what they have learned about formal and informal events, confirming the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	4 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • event briefs and their importance.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): What is an event brief? Explain the different elements that are required for an event brief, including purpose, budget, date, time, location, target audience, message and evaluation criteria. • Paired activity: Learners get into pairs and discuss the importance of event briefs. • Class discussion: Why are event briefs important? Facilitate a discussion about event briefs. Check learner understanding by asking questions. • Small group presentation: Learners create an event brief for a given event, and present this to the class. Learners give feedback to each other on the elements that were included in the brief, highlighting any missing criteria or information, and outlining how it could be improved. Teacher to check learners' understanding about how to read event briefs carefully, to ensure they are used effectively in the assessment. Use this activity to highlight how re-reading and being clear about what is being asked in the brief is critical in order to avoid confusion, as well as the importance of agreeing the requirements of a brief with the team.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	5 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> the problems that can arise before, during and after an event.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens PS: Teacher presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS): Recap the different types of events – online, physical, formal, informal, internal and external. ● Teacher presentation (PS): What can possibly go wrong? ● Paired activity: Learners identify the problems that can occur when organising at least two events, ready to feed back to the class. They should consider: <ul style="list-style-type: none"> ○ what can go wrong? ○ what are the reasons for these problems? ○ how can they be anticipated? ○ what contingencies can be put in plans to prevent them? ● Teacher-led discussion: Learners discuss their findings on with the class.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	6 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • features of an event brief.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding. Introduction to preparing for a guest speaker.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Group activity: Learners discuss the characteristics of different styles of events that could be held in the workplace, such as training events or product launches. • Paired activity: Learners choose one event and create a draft event brief. Learners swap draft briefs with peers and feed back to each other. • Paired activity: Learners compile a list of questions to ask the speaker about events they have run and the event briefs they have used. This should include the importance of having an event brief and real-life examples of what has gone wrong (visit in the next lesson). • Plenary session: Class discussion of questions and their suitability. Learners decide who will ask which question and how they will record the answers.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	7 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> the practical approaches to planning business-related meetings and events used by a local business organisation.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens AS1: pre-prepared questions Resources required by guest speaker
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> Lead in: Welcome and introduce the guest speaker to the class.
Main activities (100 minutes)	<ul style="list-style-type: none"> Input from guest speaker: Events their organisation has held and how they were planned. Group discussion (AS1): Learners ask pre-prepared questions on different events that they have held inside and outside the workplace.
Concluding activity (15 minutes)	<ul style="list-style-type: none"> Plenary session: Confirm the main learning points. Learners write up notes using answers from guest speaker.
Private study	<ul style="list-style-type: none"> Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	8 (120 mins)
Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • the roles and responsibilities of individuals involved in the planning and organising of an event.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Resources required by guest speaker • PS: Teacher presentation
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson with the guest speaker. Question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): What are the different roles a team needs to perform to run an event? • Paired activity: Learners identify team members and their roles and feed back their thoughts to the class. • Small group activity: Produce role descriptions for each of the individuals involved in planning and running an event. • Group discussion: Learners feed back to the class so that all learners can agree on a shared definition of the different role descriptions.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	9 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> the importance of preparing an event plan.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens Event plan templates PS: Teacher presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): What is in an event plan and why must it be there? Including objectives, required activities, person(s) responsible, resources, deadline, potential risks and problems and ways of minimising these, contingency planning. • Small group activity: Learners are given suggestions for events and must identify the essential elements that must be contained in an event plan for each. Teacher to check their work and ensure all elements are covered. • Paired activity: Give learners a copy of an event plan template and ask them to review it in their pairs, so that they can compare the plan that they produced earlier against the industry standard document. • Teacher-led discussion: Evaluate which template is the most effective when planning an event.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	10 (120 mins)

Lesson objectives	Learners must understand: <ul style="list-style-type: none"> the use of planning tools.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens Access to internet PS: Teacher presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> Teacher presentation (PS): Use of planning tools to include: Gantt charts, critical path analysis and online planning tools. Small group activity: Learners work together to create a Gantt chart and a critical path analysis for given case studies, then share their answers with the group. Paired activity: Learners use the internet to research online planning tools and discuss their usefulness.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	11 (120 mins)
Lesson objectives	Learners must: <ul style="list-style-type: none"> • experience an event.
Resources checklist	<ul style="list-style-type: none"> • Learner register
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
<p>Main activities (120 minutes)</p>	<ul style="list-style-type: none"> ● Visit: Arrange for learners to attend an event at an employer's or another location, so that they can experience arriving at an event, signing in and being educated in another environment. Learners should pay close attention to the way the event has been organised including: <ul style="list-style-type: none"> ○ pre-event information ○ reception at the event ○ event activities and resourcing ○ information given to delegates ○ facilities provided for delegates (e.g. catering) ○ approach taken to end the event.
<p>Private study</p>	<ul style="list-style-type: none"> ● Individual learning activity: After the visit, learners to reflect and write a summary of their thoughts on the event: what worked well and what could be improved? ● Independent learning activity: Learners find out about different business events that are happening in their area and that they could be permitted to attend in order to develop their knowledge of business event planning. Learners will feed back their findings in the next session.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	12 (120 mins)
Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • the considerations when booking a venue.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Case studies • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Small group activity: Give learners a variety of case studies to encourage thinking about: delegates' needs and special requirements; health, safety and security requirements; legal and organisational requirements for contracts; resources and materials. • Teacher-led discussion: Discuss learner findings and explore some 'what-if' scenarios as a class, e.g. what happens if the weather is bad? What if a contractor drops out? What if a delegate arrives with special needs, e.g. in a wheelchair? Is there a backup plan? • Teacher presentation (PS): Needs and special requirements of guests including adaptations that should be made in order to ensure that the venue and event is accessible to as many different people as possible. • Individual learning activity: Learners carry out research into different types of risk when running an event. Learners can complete a risk assessment for two events; one to be held in the centre/college e.g. a cake sale, and another event to be held offsite. • Paired activity: What is the difference between a 'hazard' and a 'risk? Learners provide examples of each and feed back to the class. • Teacher presentation (PS): Contracts, resources and materials required, including insurance. • Teacher-led discussion: On all the types of insurance and contracts/agreements that must be in place when planning an event, including those that relate to suppliers and deliveries.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	13 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • local venues and green screen locations.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Internet research facilities
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: Learners list as many local venues where an event could be held as they can think of and discuss their findings as a class. • Small group activity: Learners prepare a 10 minute presentation about a guide to local venues, and considerations in selecting venues when planning a business event. Learners should outline the advantages and disadvantages for selecting a particular location for an event, as well as considering the facilities available, technology, and cost. During the presentations, copies of the guide should be circulated to the class. • Individual activity: Learners conduct online research into a green screen location for a virtual event, its costs and ways to set up the event. They should then write a short report on their findings.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	14 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> the considerations when booking a venue.
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens PS: Teacher presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): What resources do delegates at events expect? • Group discussion: Learners discuss events they have attended and list the equipment and facilities that were available. Were these provided by the venue? Did they come at a cost? What technological capabilities did the venue have? Is free Wi-Fi access a must? What about outside speakers? When are these essential? Does this incur a cost? • Teacher-led discussion: Learners decide which resources would be 'essential' at business events and which would be 'desirable'. How and why do these resources change? What additional resources and facilities might they require and when?
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	15 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • how to book a venue.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • Internet access for learners • Computer software suitable for event booking including online and in-house (e.g. diary, sign-up spreadsheets)
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): Booking a venue. • Small group activity: Learners investigate different booking systems for venues and the use of software to book, e.g. using online calendars for venues and payment. Learners could try to book venues and compare where software is used and not used, including features such as convenience and the ability to ensure that bookings are timely and accurate. • Group discussion: Learners feed back to the class considering the effect of additional expenses on the event.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study/Homework	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	16 (120 mins)
Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • how to check the equipment and resources available in a venue and costs for additional equipment.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): Types of equipment typically found at a venue; costs associated with additional requirements; how to set up a venue. • Small group activity: Learners should choose one of the venues that they have researched as a small group and use the internet to find out what equipment it provides e.g. does it have enough tables/chairs/power sockets? Does it provide a laptop/projector/screen? What are the costs for the items not provided if added to the bill? • Group discussion: Learners feed back their research findings to the class and discuss the implication of these findings on event planning.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	17 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • how to arrange transport and accommodation.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): Types of transport needed for events, including travel by car, bus or train; distance of the venue and the need to have accommodation overnight if more than one day. • Independent research activity: Learners produce a flow chart explaining how to arrange transport to and from a particular venue and the procedures involved. Learners should also consider any parking or other requirements, such as transport from the train/bus station and the need for overnight accommodation. Learners present their findings to the class.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	18 (120 mins)

Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • risk assessment
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Resources checklist	<ul style="list-style-type: none"> • Venue to visit • Unit specification • Blank risk assessment forms
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Main activities (120 minutes)	<ul style="list-style-type: none"> • Visit: Arrange for learners to complete a risk assessment at a local event venue as if they are holding an IT training event for 20 attendees. <ul style="list-style-type: none"> ○ What hazards and risks could attendees encounter? ○ How could these be limited? • Group discussion: Once risk assessment forms are completed, feed back to the group.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	19 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • how to take actions to mitigate against potential problems during the event.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): Potential problems during an event, such as communication, e.g. mobile phones not working, delays, accidents, lack of resources, wasted time. It may be useful to look at causes to current travel delays, e.g. accidents, industrial action or weather. • Paired activity: Learners look at the issues that could arise for a charity fund-raising evening to be held at the centre. Each pair should identify issues and problems and how they could prepare for and/or avoid them. Each pair presents their findings to the class. • Paired activity: Learners research a local event that is happening in their area and produce a table showing the potential problems and solutions for before/during that event. • Group discussion: Learners feed back to the class on potential problems and how they could be handled.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	20 (120 mins)
Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • methods of publicising the event and achieving maximum attendance.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Access to computers
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: How do attendees become aware of an event? • Paired practical activity: How can you publicise an event? Learners carry out research into methods suitable for a number of events and their costs. Learners should then produce a poster in their pairs, outlining the advantages and disadvantages of using different types of communication, e.g. social media or local press. • Group discussion: Learners feed back to the class on potential ways to publicise an event, their suitability and cost.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	21 (120 mins)

Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • how to create publicity for an event.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: What is the best way to invite people to an event? • Small group activity: Learners produce a sample email, paper/electronic invitation and poster for a charity event to be held in their centre. • Group discussion: Learners share their invites and provide feedback on how the resources could be improved to publicise the event effectively.
Concluding Activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	22 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • how to take and distribute minutes.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Real minutes of different meetings • Internet access • PS: Teacher presentation slides and notes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation (PS): What are 'minutes of meetings'? • Small group activity: Give learners copies of real minutes of meetings, and also instructions to research different examples of minutes and read them in order to compare the information. Learners may access a video-sharing website, such as <i>YouTube</i>, and search for videos about meeting minutes. • Group discussion: Learners feed back to the class. How useful were the minutes? What are the key elements contained in these meeting minutes? What type of content did they cover?
Concluding Activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	23 (120 mins)

Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> • how to take, store and distribute minutes of meetings.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Resources required by speaker • Materials required to take minutes • Copies of 'mock minutes' • PS: Teacher presentation • Assessment Workbook
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Guest speaker: Arrange for an experienced administrator such as a club secretary or administrator who regularly takes minutes to explain to learners the process and what is required including any methods of taking notes. Speaker to include information on the approval process that they need to go through before minutes are published, e.g. checking the tone, use of language, accuracy, spelling and grammar and the ways in which minutes are distributed. • Small group activity: Active listening and paraphrasing. Learners hold a meeting in order to discuss these terms and how to explain them to others. They should nominate a chair and minute-taker for the meeting. • Individual activity: Teacher to provide examples of different 'mock minutes' and ask learners to check these minutes for any errors in spelling and grammar. • Group discussion: After this has been completed, learners are asked to compare the changes to the minutes that they have found – are the changes all the same? How do differences get resolved? • Teacher presentation (PS): Ways to store minutes including document naming protocols, and the need to publish minutes, e.g. for public sector organisations.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points. • Preparing for assessment: Learning aim A – Distribution of Assessment Task 1, Parts a and b.
Private study	<ul style="list-style-type: none"> • Independent learning activity: Ask learners to review and read as many different types of minutes that they can access online.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	24 (120 mins)

Lesson objectives	<p>Learners must take part in:</p> <ul style="list-style-type: none"> • Assessment workshop – Assessment Task 1
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Assessment Workbook – Task 1 • Flipcharts and pens • Internet access
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lessons and introduction to assessment workshop activities
Main activities (100 minutes)	<ul style="list-style-type: none"> • Assessment workshop: Assessment Task 1 – Learners are placed into groups to conduct the first part of the assessment, then work independently on their own event plan.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	25 (120 mins)
Lesson objectives	<p>Learners must understand:</p> <ul style="list-style-type: none"> the organisational protocols in greeting event delegates on arrival.
Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens PS: Teacher presentation
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and general feedback on assessment task.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: ‘How do you expect to be greeted when you arrive at an event?’ Learners write down a list of examples, and then discuss answers as a class. • Teacher presentation (PS): Arriving at an event – the need for name badges, signing in lists, security staff, directions etc including any additional requirements such as information in Braille or audio links as well as where equipment or other items can be stored to keep them safe, e.g. coats and bags. • Small group activity: Ask learners to perform a role-play welcoming someone to a training event. One person takes on the role of attendee, one person is the organiser and one person provides feedback. • Teacher-led discussion: How can the principles of customer service training be incorporated into a business event, and what are the benefits to the event organisers and attendees? Access a video-sharing website, such as <i>YouTube</i>, and search for videos. Ask learners to note at least three things that they learned.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	26 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • health and safety requirements at events.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Access to computers • PS: Teacher presentation
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Small group activity: Learners produce an emergency evacuation procedure for the classroom and note any risks or hazards that they can find. Learners to present their findings to the class. ● Teacher presentation (PS): Keeping secure. How can event delegates and information be kept secure during an event? Include topics such as: <ul style="list-style-type: none"> ○ issuing ID cards ○ signing in and out ○ keeping documents secure. ● Group discussion: Making sure that attendees and the event are kept secure.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	27 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • dietary requirements at events.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation (PS): The implications of different diets of delegates on event catering including the different types of refreshments required such as: <ul style="list-style-type: none"> ○ type (hot and cold) ○ preferences such as vegan/vegetarian ○ dietary requirements ○ religious implications ○ suitability for the type of event ○ cost. ● Group discussion: Making sure that catering is suitable and cost effective.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	28 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • how to deal with complaints and issues.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation • Assessment Workbook
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion: What is the worst complaint you have ever made, and how was it dealt with? Learners discuss a complaint that they have made in the past and how it was resolved to their satisfaction (or not). • Teacher presentation (PS): What can go wrong at an event – complaints, concerns and issues at events, including real-time feedback on ways to improve events immediately. Use of video-sharing websites, such as <i>YouTube</i>, showing videos of responding to customer complaints. • Paired activity: What queries might attendees have? Learners write a list of possible queries that attendees might have when going to an event. This may be scenario based, i.e. consider the class going to visit an event such as a trade conference or business presentation. What information would they need to know? What could go wrong at an event? Learners present their ideas to the class. • Small group activity: Role-play: dissatisfied customers. In groups of three, learners carry out role-plays. One person is the angry customer complaining, and one is the person responding to the issue. The final person should provide feedback in the scenario, and each learner should take turns in each role. Examples of possible complaints include <ul style="list-style-type: none"> ○ entertainment ○ facilities ○ unprofessional ○ staff behaviour.

Activities	Teaching notes
	<ul style="list-style-type: none"> • Teacher to observe and offer guidance on how to respond to queries appropriately. Role-play groups to also use scenarios such as: <ul style="list-style-type: none"> ○ responding to travel enquiries or being lost ○ equipment failure ○ loss of Wi-Fi access ○ poor facilities. • Small-group activity: Learners respond to an attendee at a training event who is unable to park his/her car due to the car park being full during the event and is now late. One learner should role-play the attendee and the other should role-play the member of staff. Teacher to circulate and give feedback on the tone, behaviours and communication used by the 'members of staff'. • Preparing for assessment: Learning aim B – Distribution of Assessment Task 2.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	29 (120 mins)
Lesson objectives	Learners must understand: <ul style="list-style-type: none"> • the follow-up activities to an event.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation • Assessment Workbook
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher lead in: Overview of the previous lesson and question and answer session with learners to confirm understanding.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: What happens after an event? Lead discussion on learner-provided answers. ● Teacher-led presentation (PS): post-event activities including: <ul style="list-style-type: none"> ○ collecting and analysing feedback from delegates at or after an event ○ clearing up the venue ○ information and documents that may need to be sent out to delegates and suppliers, e.g. making payments for any services used. ● Small group activity: Learners produce checklists for each of the post-event activities to record what needs to happen for clearing up, making payments, and collecting and circulating post-event information. ● Teacher presentation (PS): How do you make judgements and evaluate the success of the event including delegate feedback and quality of suppliers e.g. catering, venue? ● Preparing for assessment: Learning aim C – Distribution of Assessment Task 3.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Confirm the main learning points.
Private study	<ul style="list-style-type: none"> ● Individual learner activity: Learners write up their notes and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 7: Business Meetings and Events
Lesson number	30 (120 mins)
Lesson objectives	Learners must take part in: <ul style="list-style-type: none"> • Assessment workshop – Assessment Task 3
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Assessment Workbook • TF2: Unit evaluation forms
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Teacher lead in: Overview of the previous lesson and confirm requirements of assessment.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Assessment workshop: Learners take part in assessment activities detailed in the Assessment Workbook – Task 3. IMPORTANT NOTE: This workshop assumes that the event planned by the learners takes place outside of normal lesson times. If there is no time for this approach, Assessment Tasks 2 and 3 will need to take place in this lesson. Teachers may choose to condense earlier lessons to allow more time for this assessment.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points of unit. • Individual learner activity: Learners complete unit evaluation forms TF
Private study	None

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