

Pearson BTEC Uzbekistan Level 3 Qualifications in

# Hospitality

Unit 6: Events in Hospitality

Teacher Resources

Issue 1



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# Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 3 Qualifications in Hospitality 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 the unit. This resource list offers suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.



# Unit 6: Events in Hospitality

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## Delivery guidance

### Approaching the unit

The purpose of this unit is to allow your learners to explore the wide range of events available in hospitality and their importance to the economy and hospitality sector within Uzbekistan. Learners will explore how to plan and organise events and the factors which affect success. The unit will also develop personal, teamwork and customer service skills so that learners are able to successfully contribute to running small-scale events.

Learning aim A focuses on different types of events in the hospitality sector. Learners will explore the information needed for event proposals including guest profiles, costings and location. Learners will also explore different factors that can affect an event's success. It is important for learners to consider a wide range of different events, both small- and large-scale, so that they fully understand event success factors. This will help them gain an understanding of what to consider when arranging their own event.

Learning aim B focuses on how to successfully plan small-scale events and the importance of effective planning on the reputation of the organisation delivering it. Learners need to know about the activities involved throughout the process, from preparation and setting up the event to running it and evaluating its success. Learners need to consider the different risks that can affect events, such as financial, health and safety, and reputational risks.

Learning aim C focuses on the development of the necessary skills to plan, organise and run successful events in hospitality. Learners need to consider personal skills – what makes a good team member? – and customer service skills so that they are able to effectively work with others and deal with customers in the context of running an event.

Event evaluation is crucial to the review process. Learners need to be aware of what needs to be evaluated, when the feedback can be gathered and who needs to be involved in the feedback process.

Learners should have access to:

- guest speakers from a hospitality environment who can talk to them about organising and running hospitality events
- visits to employers, including event venues
- the internet
- the unit specification
- the Assessment Workbook.

## 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.

<b>Unit 6: Events in Hospitality</b>
<p><b>Introduction</b></p> <p>This unit is designed to broaden learner's understanding of the growing demand for events within the hospitality sector in Uzbekistan. Learners will investigate the different types of events that take place in hospitality and explore the planning requirements needed to make them successful. Through this unit learners will develop the necessary skills to demonstrate running small-scale hospitality events.</p> <p>To introduce this unit, start by having a class discussion about the learners' experiences of attending events. This will help gather information about the different types of events that the group has experienced. Ask learners to share their understanding of what is involved in organising an event.</p>
<b>Learning aim A – Explore events in the hospitality sector</b>
<ul style="list-style-type: none"> <li>• This learning aim is designed to give a broad understanding of the different types of events in hospitality. To help get learners thinking about the reasons why people attend or run an event, they could be given a list of different events and in small groups discuss reasons why they think the event is taking place.</li> <li>• For this learning aim you could ask different guest speakers, such as event organisers, to discuss the purpose of their events and the venues they use. You could ask organisations to share the types of information that are communicated within event proposals, both to the client business and to customers.</li> <li>• Learners need to be made aware of the factors affecting event success; this will help them to successfully plan and organise events. Learners could look at case studies so that they can examine key planning and event-running considerations and the factors that affect an event's success.</li> <li>• Learners could use the internet to research different types of events in Uzbekistan as well as events across the world to find out how they link to the hospitality sector.</li> <li>• Learners could also use the internet and hospitality promotional materials to explore different types of venues. They could be given customer requests and asked to propose appropriate venues for the given scenarios.</li> <li>• Teacher presentations could be used to give key information and outline different hospitality event situations so that learners gain a broad understanding of the sector. Presentations can also be used to summarise the key points of the learning aim.</li> </ul>

### Unit 6: Events in Hospitality

#### Learning aim B – Explore how to plan successful hospitality events

- Learners need to be aware of all the activities required to successfully run an event. The use of case studies and scenarios will support learners' understanding of the different activities undertaken, the resources required, and the health, safety and security aspects that need to be considered.
- Learners need to know about the activities involved in all the key stages of organising an event. Group discussions could be used to explore the different activities required at each stage and the planning tools available. Learners could then work in pairs to create presentations for the class on each stage.
- A presentation could be used to help learners gain an understanding of setting realistic targets for events and how to monitor a schedule. Learners could then work individually to set targets for tasks and event activities.
- Learners could use the internet to look at different types of events around the world. They could research the different types of venues, how the events are promoted and the types of events available. Learners could present their findings to the rest of the class.
- A teacher presentation could be used to highlight the potential risks associated with events. In small groups, learners could then apply this learning by looking at specific case studies. They could identify potential risks and discuss the effects. For example, they could:
  - look at a ticket-based event to see whether the event is at risk of making a loss
  - look at a conference event and consider whether there are any security risks
  - look at the layout of an event to see if there are any potential health and safety risks
  - evaluate actual event reviews to see if there are any statements that refer to the reputation of a hospitality organisation.

**Unit 6: Events in Hospitality****Learning aim C – Demonstrate the running of small-scale hospitality events**

- This aim is about developing learners personal, teamwork, and customer service skills so that they can be an effective team player when organising and running events. Learners are required to contribute to the running of a small-scale event so developing the skills is important. The use of role plays will help to develop such skills. For example, role-playing customer situations linked to events such as telephone enquiries, performing event announcements to customers, meeting and greeting customers etc.
- The use of teacher presentations could be used to explain how the skills should be demonstrated.
- Videos of hospitality staff dealing with customers and peers could be used so that learners can identify good and poor practice and effective teamwork skills.

### Details of links to other BTEC units and qualifications

- Unit 2: Teamwork in Hospitality
- Unit 3: Promotion in Hospitality
- Unit 4 Customer Service in Hospitality
- Unit 5 Service Skills in Hospitality
- Unit 7: Hospitality and the environment
- Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality
- Unit 9: Business Enterprise in Hospitality
- Unit 10: Hospitality Workplace Skills
- Unit 11: Work Experience.

### Resources

Learners will need access to materials to help support their event planning, such as online diaries and spreadsheets.

To carry out role-play situations, learners will need a room laid out to replicate an event venue, such as a simulated reception area with a computer, a customer sign-in register, relevant paperwork, etc.

Learners will also need access to venue information. This could be provided via access to the internet or via literature published by venue providers.

Learners will need to run an event so will also need access to specific resources applicable to the event's requirements.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors 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 tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*

## Scheme of work

<b>Unit</b>	Unit 6: Events in hospitality
<b>Guided Learning Hours</b>	60
<b>Number of lessons</b>	20
<b>Duration of lessons</b>	3 hours
<b>Links to other units</b>	Unit 2: Teamwork in Hospitality Unit 3: Promotion in Hospitality Unit 4 Customer Service in Hospitality Unit 5 Service Skills in Hospitality Unit 7: Hospitality and the environment Unit 8: Sourcing, Storing, Preparing, Cooking and Presenting Food in Hospitality Unit 9: Business Enterprise in Hospitality Unit 10: Hospitality Workplace Skills Unit 11: Work Experience.

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

#	Topic	Lesson type	Suggested activities	Resources
1	<p>Introduction to the unit.</p> <p>A1 Types of events</p> <p>Overview of the different types of events.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> introduce the unit detailing what the unit covers, the duration of the unit, the topics, how the unit is assessed and what learners must do to pass the unit. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Class discussion:</b> learners to discuss any questions they may have in relation to what they are going to learn.</li> <li>• <b>Paired activity:</b> learners to discuss any prior knowledge or experience of events in hospitality.</li> <li>• <b>Teacher-led presentation:</b> teacher to highlight the key points adding the types and purpose of events that commonly take place in Uzbekistan.</li> <li>• <b>Individual activity:</b> learners to participate in an activity to describe the features of different event types.</li> <li>• <b>Teacher-led presentation:</b> presentation on types of venues available and what to consider when selecting a venue for an event.</li> <li>• <b>Paired activity:</b> learners to research suitable venues for specific events. Learners could use the internet or literature produced by event venues.</li> <li>• <b>Plenary:</b> presentation on the key areas covered in the lesson. Teacher to provide a quiz that tests the key information covered.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit content.</li> <li>• Assessment Workbook.</li> <li>• Teacher presentation slides.</li> <li>• Flip chart paper and pens.</li> <li>• Access to the internet.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
2	A2 Event proposal requirements  Understanding how to respond to customer event requests.	GS	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher introduce the aims, objectives and topics for the lesson. Teacher should introduce the guest speaker.</li> <li>• <b>Small group discussion:</b> learners to describe what they understand by the terms 'event proposal', 'specific needs' and 'customer requirements'.</li> <li>• <b>Guest speaker:</b> to discuss the process for dealing with event enquiries, explaining the purpose of setting out an event proposal.</li> <li>• <b>Question and answers:</b> with guest speaker.</li> <li>• <b>Individual activity:</b> learners to list the main information that would need to be considered when producing an event proposal.</li> <li>• <b>Individual activity:</b> provide learners with event briefs which include specific customer requirements. Learners to match these specific requirements to suitable event venues and activities.</li> <li>• <b>Group discussion:</b> in small groups learners to discuss the information used to ascertain the choices decided in the previous activity.</li> <li>• <b>Plenary:</b> teacher presentation on the key points covered in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Access to the internet and event venue information.</li> <li>• Event briefs.</li> <li>• Event proposals</li> <li>• Guest speaker.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
3	<p>A2 Event proposal requirements</p> <p>Know how to provide quotes and offer additional products or services that increase event income.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain what must be considered when providing event quotes.</li> <li>• <b>Individual activity:</b> teacher should provide learners with event briefs and relevant costs. Individually learners should cost the different customer requirements and provide event quotes.</li> <li>• <b>Paired activity:</b> discussion about the ways in which event organisers can exceed customer requirements and provide additional income for the business.</li> <li>• <b>Teacher-led presentation:</b> to explain the ways in which event proposals can exceed customer requirements and provide additional income for the business.</li> <li>• <b>Paired activity:</b> teacher should provide learners with event briefs which provide the opportunity for additional income. In pairs learners should prepare a customer proposal in response to the brief.</li> <li>• <b>Plenary:</b> teacher to give an overview about the key points covered in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Access to the internet and event venue information.</li> <li>• Activity sheet – brief/ event cost information.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
4	A3 Factors affecting event success  Understanding what makes events successful.		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to the aims, objectives and topics for the lesson.</li> <li>• <b>Small group discussion:</b> learners to discuss what makes an event a success? Learners to note key points from the discussion.</li> <li>• <b>Teacher discussion:</b> teacher to introduce the key factors affecting event success.</li> <li>• <b>Small group activity:</b> learners to discuss a different type of event and on a flipchart list the factors that would make the event a success.</li> <li>• <b>Class discussion:</b> learners to discuss any other factors that need to be considered.</li> <li>• <b>Paired activity:</b> provide learners with an event case study. Learners should identify good and bad points about the given case study and provide ways in which it could have been improved.</li> <li>• <b>Individual activity:</b> learners to be given event scenarios and individually to identify the factors that have affected the success.</li> <li>• <b>Plenary:</b> teacher to review the key points covered in the lesson and give further detail of factors to consider.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Access to the internet.</li> <li>• Activity sheet – case studies.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
5	<p>A3 Factors affecting event success</p> <p>Understanding what makes events successful.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss how promotion can affect the success of an event.</li> <li>• <b>Individual activity:</b> learners to write a short article or social media post about the success of the event detailed in the case study.</li> <li>• <b>Group discussion:</b> learners to discuss the importance of getting the pricing right and how it contributes to the event success.</li> <li>• <b>Paired activity:</b> learners to identify financial and promotional factors affecting the event detailed in the given case study.</li> <li>• <b>Plenary:</b> teacher presentation on the key points covered in the lesson and further detail of factors to consider.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Access to the internet.</li> <li>• Case studies.</li> <li>• Sample promotional materials or activities.</li> </ul>
6	Learning aim A assessment	AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Teacher-led presentation:</b> teacher to summarising the key points about Learning Aim A.</li> <li>• <b>Question and answer session:</b> opportunity for learners to clarify anything about the learning to date.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment Learning Aim A.</li> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher-led activity:</b> teacher to hand out assignment and check that learners are clear about the requirements of the assessment.</li> <li>• <b>Individual activity:</b> learners to complete the Assessment Workbook activities for Task 1.</li> <li>• <b>Plenary:</b> learners to check their responses prior to handing in their Assessment Workbooks to be marked.</li> </ul>	
7	<p>B1 Activities involved in organising successful hospitality events</p> <p>Overview of the activities involved in organising and running events.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation to introduce the next aims and the aims and objectives for the lesson.</li> <li>• <b>Group discussion:</b> learners are to discuss the key activities involved in organising a successful event. Learners to write the activities on a flip chart.</li> <li>• <b>Class discussion:</b> learners to bring together all the event activities discussed. Teacher to produce a list, grouping them in to pre event activities, on the day event activities, post event activities.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss how to plan an event and the activities involved.</li> <li>• <b>Paired activity:</b> learners to prepare a presentation describing the activities involved in the planning stage for a specified event.</li> <li>• <b>Plenary:</b> learners to take a quiz on the key areas covered in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Quiz.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
8	<p>B1 Activities involved in organising successful hospitality events</p> <p>How to plan event activities.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap about the previous lesson. Teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Group discussion:</b> learners are to discuss whether the activities involved in planning a small-scale event differ from those of large-scale events.</li> <li>• <b>Group discussion:</b> learners to discuss about the planning tools available to help plan events.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain how to set event aims and objectives.</li> <li>• <b>Paired activity:</b> learners to set aims and objectives for events based on event scenarios given by the teacher.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain event targets, event tasks and activities and event schedules.</li> <li>• <b>Individual activity:</b> learners to set realistic target for tasks and event activities given by the teacher.</li> <li>• <b>Class discussion:</b> learners to discuss what is meant by 'running order'. Key points to be recorded on the whiteboard.</li> <li>• <b>Plenary:</b> teacher presentation on the key areas covered in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Event scenarios.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
9	<p>B1 Activities involved in organising successful hospitality events</p> <p>How event organisers communicate effectively and how to set and work within a budget.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap previous lesson. Teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Small-group discussion:</b> learners to discuss who needs to communicate with - both internally and externally - who when organising and running an event.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss how to develop a communication strategy for an event.</li> <li>• <b>Paired activity:</b> learners to develop a communication strategy for a set scenario/case study.</li> <li>• <b>Teacher-led presentation:</b> to explain how to establish, set and work within a budget.</li> <li>• <b>Individual activity:</b> learners to set a budget and plan the finances within the budget for a specified event.</li> <li>• <b>Plenary:</b> learners to take a quiz linked to the topics covered in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Case studies.</li> </ul>
10	<p>B1 Activities involved in organising successful hospitality events</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss activities involved in planning event promotion.</li> <li>• <b>Paired activity:</b> learners to plan the promotion for a specified event.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Event scenarios.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	Introduction to key event considerations and the activities involved in ensuring event success.		<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to explain event insurance requirements and the reasons why insurance is needed.</li> <li>• <b>Group discussion:</b> learners to discuss why event insurance is important.</li> <li>• <b>Paired activity:</b> learners to identify health, safety and security considerations for different events.</li> <li>• <b>Teacher-led activity:</b> teacher to introduce learners to contingency planning.</li> <li>• <b>Individual activity:</b> learners to use a case study to identify insurance requirements, health, safety and security considerations and propose contingency plans to reduce any risks.</li> <li>• <b>Plenary:</b> teacher presentation on the key areas covered in the lesson.</li> </ul>	
11	B1 Activities involved in organising successful hospitality events  How to plan event resources.		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss what to consider and how to plan event resources.</li> <li>• <b>Individual activity:</b> learners to be provided with an event scenario. Learners to identifying the resources required.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Event scenarios.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Small-group activity:</b> learners to allocate resources for an event scenario.</li> <li>• <b>Plenary:</b> groups to present their resource decisions to the rest of the class. Peers to provide feedback.</li> </ul>	
12	<p>B2 Event risks</p> <p>An introduction to assessing event risks.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss types of risks and how to assess them.</li> <li>• <b>Small group discussion:</b> learners to produce a spider diagram highlighting event risks.</li> <li>• <b>Group discussion:</b> learners to work in small groups and be given scenarios. Learners to analyse financial, health and safety event risks. Learners to present their discussion points with the rest of the class.</li> <li>• <b>Plenary:</b> quiz recapping on the main learning from the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Scenarios.</li> </ul>
13	<p>B2 Event risks</p> <p>How to minimise event risks.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims and objectives for the lesson.</li> <li>• <b>Teacher presentation:</b> teachers to introduce learners to reputational risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart, paper, pens, computer.</li> <li>• Teacher presentation slides.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>● <b>Paired activity:</b> learners to consider the reputational risks. Learners to put key points in a presentation slide and feedback to the rest of the class.</li> <li>● <b>Teacher presentation:</b> teacher to give an explanation of the ways to minimise risks when organising and running an event.</li> <li>● <b>Teacher-led activity:</b> provide learners with an event brief and learners to consider ways in which risks for that event could be minimised.</li> <li>● <b>Individual activity:</b> learners to write a short article for a hospitality event magazine titled 'How to minimise event risks'.</li> <li>● <b>Plenary:</b> learners to present the key points of the article with the rest of the class.</li> </ul>	
14	Learning Aim B assessment	AW	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> Teacher to discuss the aims and objectives of the lesson. Summary of learning from Learning Aim B.</li> <li>● <b>Question and answer session:</b> learners to ask any questions to clarify the learning to date.</li> <li>● <b>Teacher presentation:</b> teacher to hand out assignment and check that learners are clear about the requirements of the assessment.</li> <li>● <b>Individual activity:</b> learners to complete the workbook activities for Task 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit specification.</li> <li>● Assessment Workbook Learning Aim B.</li> <li>● Whiteboards, flip chart paper, pens.</li> <li>● Teacher presentation slides.</li> <li>● Quiz.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher to provide details about an event that learners will participate in.</li> <li>• <b>Plenary:</b> learners to discuss the activities required for the planning of the event.</li> </ul>	
15	<p>C1 Skills required to run an event</p> <p>Developing skills needed to organise and run a hospitality event.</p>		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims, objectives for the lesson and introduce the next learning aim.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain the essential skills needed to organise and run an event.</li> <li>• <b>Small group discussion:</b> learners to discuss the most important skills needed to organise and run an event.</li> <li>• <b>Teacher-led activity:</b> teacher to set up role-plays to develop learners' personal and customer service skills.</li> <li>• <b>Paired activity:</b> learners to work together to produce guidelines about the personal, team and customer service skills needed to successfully run an event.</li> <li>• <b>Plenary:</b> learners to carry out a self-review of their skills identifying strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Role-play scenarios.</li> </ul>
16	C1 Skills required to run an event		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Class discussion:</b> learners to discuss the skills they could bring to the organising and running of an event and the key characteristics of effective teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
	Developing teamwork skills.		<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher to discuss effective teamwork skills.</li> <li>• <b>Paired activity:</b> learners to take turns telling their peers two things about themselves, one thing that is true and one thing that is false. Learners to guess which is a lie.</li> <li>• <b>Group activity:</b> Learners to work in two teams. Each team is to plan a short team building activity that the rest of the class can participate in.</li> <li>• <b>Group activity:</b> learners to carry out the team building activity.</li> <li>• <b>Plenary:</b> teacher presentation on the key areas covered in the lesson.</li> </ul>	
17	C2 Event evaluation  How to evaluate an event.		<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Individual activity:</b> learners to write down five benefits of reviewing an event and five aspects of an event that they think should be included in a review. Learners to feedback to the rest of the class.</li> <li>• <b>Teacher-led presentation:</b> Teacher to explain ways to carry out an event review including what, how, when, who.</li> <li>• <b>Paired activity:</b> learners to review an event using information provided in a case study. Learners to produce a social media review.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> <li>• Scenarios.</li> <li>• Copies of questionnaires.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to discuss the advantages and disadvantages of different research methods used to review events.</li> <li>• <b>Teacher-led activity:</b> learners to be given examples of event questionnaires. As a group, learners to identify how good the questionnaires are at providing feedback to the organiser.</li> <li>• <b>Individual activity:</b> learners to design a questionnaire to review a charity fundraiser event.</li> <li>• <b>Plenary:</b> learners to set a review plan for an event scenario set by the teacher.</li> <li>• <b>Teacher presentation:</b> on the key areas covered in the lesson.</li> </ul>	
18 / 19	C1 Skills required to run an event Running an event. Learning Aim C assessment	AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> class discussion recapping on what has been covered in Learning Aim C. Teacher to discuss the aims and objectives of the lesson. Summary of learning from Learning Aim C.</li> <li>• <b>Teacher-led presentation:</b> teacher to hand out assignment and check that learners are clear about the requirements of the assessment. Teacher to give an explanation of the event that they will run.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment Workbook Learning Aim C1 – Event brief.</li> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> </ul>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners to participate in the running of an event – assessment Task 3. Teacher to complete observation records.</li> <li>• <b>Plenary:</b> teacher to provide group feedback.</li> </ul>	
20	C2 Event evaluation  Reviewing the event.  Learning Aim C assessment	AW	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to discuss the aims and objectives of the lesson.</li> <li>• <b>Group activity:</b> learners to participate in the evaluation of the event – Task 3.</li> <li>• <b>Plenary:</b> learners feedback on the unit. What they have learned, enjoyed, not enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit specification.</li> <li>• Assessment Workbook Learning Aim C2 – Event brief.</li> <li>• Whiteboards, flip chart paper, pens.</li> <li>• Teacher presentation slides.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	1

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the unit requirements.</li> <li>• To introduce learners to the assessment requirements.</li> <li>• To introduce learners to different types of events in hospitality.</li> <li>• To be able to select venues which match event requirements.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification and assessments</li> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides.</li> <li>• Access to the internet</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the unit detailing what the unit covers, the duration of the unit detailing the sequence of topics, how the unit is assessed and what learners must do to pass the unit. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Class discussion:</b> learners to discuss any questions learners may have in relation to what they are going to learn.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Paired activity:</b> learners to discuss any prior knowledge or experience of events in hospitality. Learners to link the events discussed to a purpose on a flip chart, i.e. celebration, business, fundraising etc. Each pair to summarise discussion points to the rest of the class.</li> <li>• <b>Teacher-led presentation:</b> teacher to provide additional examples. Teacher to highlight the key points adding types and purpose of events that take place in Uzbekistan.</li> <li>• <b>Individual activity:</b> learners to individually participate in an activity where they are to describe the features of the different event types, i.e. celebration, business, fundraising, social, sport, etc.</li> <li>• <b>Teacher-led presentation:</b> teacher presentation on types of venues available and what to consider when selecting a venue for an event.</li> <li>• <b>Paired activity:</b> learners to research suitable venues for specific events. Learners could use the internet or literature produced by event venues.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher presentation on the key areas covered in the lesson. Teacher to provide a quiz testing the key areas covered. Learners to participate in a quiz.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	2

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event brief requirements.</li> <li>• To introduce learners to the information included within event proposals.</li> <li>• To be able to propose event ideas to match customer event requests.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Access to the internet and event venue information</li> <li>• Event briefs</li> <li>• Event proposals</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Lead-in:</b> teacher introduce the aims, objectives and topics for the lesson. Teacher should introduce the guest speaker.</li> <li>● <b>Small group discussion:</b> learners to describe what they understand by the terms 'event proposal', 'specific needs' and 'customer requirements'.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>● <b>Guest speaker:</b> to discuss the process for dealing with event enquiries, providing examples where possible and explaining the purpose of setting out an event proposal.</li> <li>● <b>Question and answers:</b> with guest speaker.</li> <li>● <b>Individual activity:</b> learners to list the main information that would need to be considered when producing an event proposal. Learners should consider the information to be communicated to customers in response to event brief requests.</li> <li>● <b>Teacher-led activity:</b> teacher to provide learners with event briefs which include specific customer requirements. Individually learners should match these requirements by offering suitable event venues and activities.</li> <li>● <b>Group discussion:</b> in small groups learners to discuss the information used to ascertain the choices decided in the activity. Teacher to put points on a flip chart.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>● <b>Plenary:</b> teacher presentation on the key points covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	3

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event quotes.</li> <li>• To introduce learners how they can exceed event brief requirements.</li> <li>• To be able to provide event quotes.</li> <li>• To be able to identify event optional extra .</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Access to the internet and event venue information</li> <li>• Activity sheet – brief / event cost information</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to explain what must be considered when providing event quotes.</li> <li>• <b>Individual activity:</b> teacher should provide learners with event briefs and relevant costs. Individually learners should cost the different customer requirements and provide event quotes.</li> <li>• <b>Paired activity:</b> discussion about the ways in which event organisers can exceed customer requirements and provide additional income for the business.</li> <li>• <b>Teacher-led presentation:</b> to explain ways in which event proposals can exceed customer requirements and provide additional income to the business, e.g. upselling, adding additional products and services.</li> <li>• <b>Paired activity:</b> teacher should provide learners with event briefs which provide the opportunity for additional income, i.e. optional extras. In pairs learners should prepare a customer proposal in response to the brief. This should include a breakdown of the quote and details about optional extras. Learners to present their proposal to the rest of the class.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher to give an overview about the key points covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	4
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to factors that affect the success of an event.</li> <li>• To be able to assess what makes an event a success.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Access to the internet</li> <li>• Case studies – event information</li> </ul>
Key: <b>AS</b> : Activity Sheet; <b>TF</b> : Template Form; <b>PS</b> : Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Small group discussion:</b> learners to discuss what makes an event a success?</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher discussion:</b> teacher to introduce the key factors affecting event success.</li> <li>• <b>Small group activity:</b> learners to discuss a different type of event and on a flip chart list factors that would make the event a success. Groups to present their main discussion points to the rest of the class.</li> <li>• <b>Class discussion:</b> learners to discuss any other factors that need to be considered.</li> <li>• <b>Paired activity:</b> teacher should provide learners with an event case study. In pairs learners to identify good and bad points about the case study and provide ways in which it could have improved. Case study to consider organisational and environmental factors.</li> <li>• <b>Individual activity:</b> learners to be given event scenarios and individually to identify the factors that have affected the success.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher to review the key points covered in the lesson and further detail of factors to consider.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	5

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To review the effectiveness of event promotional activities.</li> <li>• To explain how pricing can affect event success.</li> <li>• To be able to analyse factors affecting the success of events.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Access to the internet</li> <li>• Case studies</li> <li>• Sample promotional materials or activities</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to discuss how promotion can affect the success of an event.</li> <li>• <b>Individual activity:</b> learners should be given an event case study. Learners to write a short article or social media post about the success of the event detailed in the case study. Learners to display reviews around the room. Learners to read the reviews.</li> <li>• <b>Group discussion:</b> learners discuss the importance of getting the right pricing and how it contributes to the event success.</li> <li>• <b>Paired activity:</b> learners to identify financial and promotional factors affecting the event detailed the given case study. Learners to discuss how the factors identified affect the event. Learners to feedback points identified to the rest of the class.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher presentation on the key points covered in the lesson and further detail of factors to consider.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	6

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to assignment brief Learning Aim A.</li> <li>• To ensure learners understand what they are required to do to complete Learning Aim A.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Assessment Learning Aim A</li> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap the key points covered in the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to summarising the key points about Learning Aim A.</li> <li>• <b>Question and answer session:</b> opportunity for learners to clarify anything about the learning to date.</li> <li>• <b>Teacher-led activity:</b> teacher to hand out assignment and check that learners are clear about the requirements of the assessment.</li> <li>• <b>Individual activity:</b> learners to complete Task 1 in the Assessment Workbook.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to check their responses prior to handing in their Assessment Workbooks to be marked.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	7

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the activities involved in organising hospitality events.</li> <li>• To describe the planning activities involved in organising hospitality events.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Quiz</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation to introduce the next aims and the aims and objectives for the lesson.</li> <li>• <b>Group discussion:</b> learners are to discuss the key activities involved in organising a successful event. Learners to write the activities on a flip chart.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> learners to bring together all the event activities discussed. Teacher to produce a list, grouping them in to pre event activities, on the day event activities, post event activities.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss how to plan an event and the activities involved. Teacher to cover: <ul style="list-style-type: none"> <li>○ setting event aim(s) and objectives</li> <li>○ setting realistic targets for tasks and activities to be completed</li> <li>○ preparing the running order of events.</li> <li>○ developing a communication strategy</li> <li>○ use of planning tools</li> <li>○ setting and monitoring a schedule</li> <li>○ establishing, setting and working within a budget</li> <li>○ promotion planning</li> <li>○ administration</li> <li>○ insurance requirement arrangements</li> <li>○ identifying resources required.</li> </ul> </li> <li>• <b>Paired activity:</b> learners to prepare a presentation describing the activities involved in the planning stage for a specified event given by the teacher. Learners to discuss why the events are essential.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to take a quiz on the key areas covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	8

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the activities involved in organising hospitality events.</li> <li>• To identify planning tools to support event planning activities.</li> <li>• To be able to set aims and objectives.</li> <li>• To be able to set realistic target for events.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Event scenarios</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap about the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Group discussion:</b> learners are to discuss whether the activities involved in planning a small-scale event differ from those of large-scale events.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Group discussion:</b> learners to discuss about the planning tools available to help plan events.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain how to set event aims and objectives.</li> <li>• <b>Paired activity:</b> learners to set aims and objectives for events based on event scenarios given by the teacher.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain what realistic targets are and how to set them. Teachers to also explain setting realistic event tasks and activities. Teacher to provide details about how to set and monitor a schedule.</li> <li>• <b>Individual activity:</b> learners to set realistic target for tasks and event activities given by the teacher.</li> <li>• <b>Class discussion:</b> learners to discuss what is meant by 'running order'. Key points to be recorded on the whiteboard. Learners to discuss the reasons for having a running order.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher presentation on the key areas covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	9

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event communication strategies.</li> <li>• To introduce learners to event budgets.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Scenario</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
<p>Starter activity (20 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to recap previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> <li>• <b>Small-group discussion:</b> learners to discuss who needs to communicate with who when organising and running an event. Learners to consider internal and external communication. Key points to be noted on the whiteboard.</li> </ul>
<p>Main activities (140 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to discuss how to develop a communication strategy for an event. To include communication between team members, with customers and suppliers.</li> <li>• <b>Paired activity:</b> learners to develop a communication strategy for a set scenario/case study.</li> <li>• <b>Teacher-led presentation:</b> to explain how to establish, set and work within a budget.</li> <li>• <b>Individual activity:</b> learners to set a budget and plan the finances within the budget for a specified event.</li> </ul>
<p>Concluding activity (20 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to take a quiz linked to the topics covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	10

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event promotion.</li> <li>• To introduce learners to event insurance requirements.</li> <li>• To introduce learners to event health, safety and security considerations.</li> <li>• To introduce learners to event contingency planning.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Event scenarios</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to discuss activities involved in planning event promotion.</li> <li>• <b>Paired activity:</b> learners to plan the promotion for a specified event.</li> <li>• <b>Teacher-led presentation:</b> teacher to explain event insurance requirements and the reasons why insurance is needed.</li> <li>• <b>Group discussion:</b> learners to discuss why event insurance is important.</li> <li>• <b>Paired activity:</b> learners to identify health, safety and security considerations for different events. Teacher to provide learners with different event scenarios.</li> <li>• <b>Teacher-led activity:</b> teacher to introduce learners to contingency planning. Learners' to discuss the types of contingencies they might need to consider.</li> <li>• <b>Individual activity:</b> learners to use a case study to identify insurance requirements, health, safety and security considerations and propose contingency plans to reduce any risks.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> teacher presentation on the key areas covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	11

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event resources.</li> <li>• To introduce learners to resource planning.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Event scenarios</li> <li>• Quiz sheet</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to discuss what to consider and how to plan event resources (both physical and non-physical resources).</li> <li>• <b>Individual activity:</b> learners to be provided with an event scenario. Learners to identifying the resources required.</li> <li>• <b>Small-group activity:</b> learners to allocate resources for an event scenario. Scenario to have a level of complexity so that learners can problem solve. Teacher to add factors to the scenario as learners progress, i.e. staff member illness etc.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Groups to present their resource decisions to the rest of the class. Peers to provide feedback.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	12

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event risks.</li> <li>• To assess event risks.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Scenarios</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher presentation recapping on the previous lesson. Teacher to introduce the aims, objectives and topics for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to discuss types of risks and how to assess them.</li> <li>• <b>Small group discussion:</b> learners to produce a spider diagram highlighting event risks.</li> <li>• <b>Group discussion:</b> learners to work in small groups and be given scenarios. Learners to analyse financial, health and safety event risks. Learners to present their discussion points with the rest of the class.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> quiz recapping on the key learning from the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	13

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To assess event risks.</li> <li>• To suggest how risks can be minimised.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens, computers</li> <li>• Teacher presentation slides</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims and objectives for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teachers to introduce learners to reputational risks.</li> <li>• <b>Paired activity:</b> learners to consider the reputational risks. Learners to put key points in a presentation slide and feedback to the rest of the class.</li> <li>• <b>Teacher presentation:</b> teacher to give an explanation of the ways to minimise risks when organising and running an event. To consider all risks covered over the past two classes.</li> <li>• <b>Teacher-led activity:</b> teacher to provide learners with an event brief and learners to consider ways in which risks could be minimised.</li> <li>• <b>Individual activity:</b> learners to write a short article for a hospitality event magazine titled 'How to minimise event risks'.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to present the key points of the article with the rest of the class.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	14

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to assignment brief Learning Aim B.</li> <li>• To ensure learners understand what they are required to do to complete Learning Aim B.</li> <li>• To complete the assessment for Learning Aim B.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Assessment Learning Aim B</li> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Quiz</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to discuss the aims and objectives of the lesson. Summary of learning from Learning Aim B.</li> <li>• <b>Question and answer session:</b> learners to ask any questions to clarify the learning to date.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher presentation:</b> teacher to hand out assignment and check that learners are clear about the requirements of the assessment.</li> <li>• <b>Individual activity:</b> learners to complete Task 2 in the Assessment Workbook.</li> <li>• <b>Teacher presentation:</b> teacher to provide details about an event that learners will participate in.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to discuss the activities required for the planning of the event.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	15

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the skills needed to effectively run hospitality events.</li> <li>• To introduce learners the essential skills needed to organise and run an event.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Role-play scenarios</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims, objectives for the lesson and introduce the next learning aim.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to explain the essential skills needed to organise and run an event. Teacher should provide guidance on allocating people in the team with specific skills to specific event activities.</li> <li>• <b>Small group discussion:</b> learners to discuss the most important skills needed to organise and run an event. Key points to be put on the whiteboard.</li> <li>• <b>Teacher-led activity:</b> teacher to set up role-plays to develop learners' personal and customer service skills. Role plays could include event enquiries, meet and greet, showing a customer around a facility, etc.</li> <li>• <b>Paired activity:</b> learners to work together to produce guidelines about the personal, team and customer service skills needed to successfully run an event.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to carry out a self-review of their skills identifying strengths and weaknesses.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	16
<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to the team skills needed to effectively run hospitality events.</li> <li>• To introduce learners to teamwork skills.</li> </ul>
<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> </ul>
Key: <b>AS:</b> Activity Sheet; <b>TF:</b> Template Form; <b>PS:</b> Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims, objectives for the lesson.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Class discussion:</b> learners to discuss the skills they could bring to the organising and running of an event and the key characteristics of effective teamwork.</li> <li>• <b>Teacher presentation:</b> teacher to discuss effective teamwork skills.</li> <li>• <b>Paired activity:</b> learners to take turns telling their peers two things about themselves, one thing that is true and one thing that is false. Learners to guess which is a lie.</li> <li>• <b>Group activity:</b> Learners to work in two teams. Each team is to plan a short team building activity that the rest of the class can participate in. The activity should be 10 minutes. The purpose of the activity is to develop teamwork skills.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> Teacher presentation on the key areas covered in the lesson.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	17

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to event evaluation.</li> <li>• Know how to carry out an event review.</li> <li>• Be able to select questions which effectively gather event success information.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> <li>• Scenarios</li> <li>• Copies of questionnaires</li> </ul>
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to introduce the aims, objectives for the lesson.</li> <li>• <b>Individual activity:</b> learners to write down five benefits of reviewing an event and five aspects of an event that they think should be included in a review. Learners to feedback to the rest of the class. Teacher to write the responses on a flip chart.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> Teacher to explain ways to carry out an event review including what, how, when, who.</li> <li>• <b>Paired activity:</b> learners to review an event using information provided in a case study. Learners to produce a social media review.</li> <li>• <b>Teacher-led presentation:</b> teacher to discuss the advantages and disadvantages of different research methods used to review events.</li> <li>• <b>Teacher-led activity:</b> learners to be given examples of event questionnaires. As a group, learners to identify how good the questionnaires are at providing feedback to the organiser.</li> <li>• <b>Individual activity:</b> learners to design a questionnaire to review a charity fundraiser event.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners to set a review plan for an event scenario set by the teacher.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	18 and 19

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To introduce learners to assignment brief Learning Aim C.</li> <li>• To ensure learners understand what they are required to do to complete Learning Aim C.</li> <li>• To run an event.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Assessment Workbook Learning Aim C- Event brief</li> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> </ul>
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Lead-in:</b> teacher to discuss the aims and objectives of the lesson. Summary of learning from Learning Aim C.</li> </ul>
Main activities (140 minutes)	<ul style="list-style-type: none"> <li>• <b>Teacher-led presentation:</b> teacher to hand out assignment and check that learners are clear about the requirements of the assessment. Teacher to give an explanation of the event that they will organise and run.</li> <li>• <b>Group activity:</b> learners to participate in the running of an event – Task 3 in the Assessment Workbook. Teacher to complete observation records.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> group to feedback key points discussed.</li> </ul>

## Lesson plan

<b>Qualification</b>	Pearson BTEC Uzbekistan Level 3 Qualifications in Hospitality
<b>Unit</b>	Unit 6: Events in Hospitality
<b>Lesson no</b>	20

<b>Lesson objectives</b>	<ul style="list-style-type: none"> <li>• To ensure learners understand what they are required to do to complete Learning Aim C.</li> <li>• To complete the Learning Aim C assessment.</li> </ul>
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<b>Resources checklist</b>	<ul style="list-style-type: none"> <li>• Unit specification</li> <li>• Assessment Workbook Learning Aim C2</li> <li>• Whiteboards, flip chart paper, pens</li> <li>• Teacher presentation slides</li> </ul>
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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"> <li>• <b>Lead-in:</b> teacher to discuss the aims and objectives of the lesson.</li> </ul>
Main activities (155 minutes)	<ul style="list-style-type: none"> <li>• <b>Group activity:</b> learners to participate in the evaluation of the event – Task 3 in the Assessment Workbook.</li> </ul>
Concluding activity (20 minutes)	<ul style="list-style-type: none"> <li>• <b>Plenary:</b> learners feedback on the unit. What they have learned, enjoyed, not enjoyed.</li> </ul>

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