



Unit 4: Managing an Event

Delivery guidance

Approaching the unit

This is a practical unit, which will allow your learners to experience the satisfaction of being responsible for putting on a successful event. Event management is a fast-growing business sector and the demand for employees with the organisational skills to deliver a successful event is increasing.

The focus of this unit is developing skills that enable learners to recognise whether or not an event is feasible, and to improve problem-solving skills. The actual staging of the event is an essential part of the unit.

To complete this unit, learners will need to work as part of a team to plan, co-ordinate and manage a business or social-enterprise event. Learners will then need to produce individual evidence that is sufficient for assessment.

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

- discussions – class and group discussions on what makes a successful event
- visiting speakers – event organisers talking about their approach to event management
- visiting an event for analysis
- videos – giving talks on event management.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- providers of work experience for learners, and of business materials as exemplars
- mentors for learners.

Delivering the learning aims

For learning aim A, you could introduce the topic by discussing as a group the tasks that learners think need to be completed by an event organiser, and then creating a mind map of their thoughts. The discussion can be developed further and used to identify the planning skills required. You could also invite guest speakers to talk about their experiences as event organisers.

In small groups your learners could conduct research into different types of skills that may be required when organising and managing an event. Learners could then carry out an individual skills audit linked to organising an event.

For learning aim B, learners could identify different kinds of events they have attended, and categorise them into different types. You could then lead a discussion regarding the different formats and locations used and what made the event successful, highlighting common factors.

At this point learners could discuss their event proposal. You will need to give guidance regarding the suitability of their proposed event. Learners should work in groups that are of a suitable size in relation to the size of the event. If the event is too small and the group too large, learners will not have the opportunity to demonstrate fully their personal skills in running the event.

For learning aim C, you could introduce the topic of using planning tools and give examples of how and when each planning tool might be used. Through online research, learners could create diagrams for each planning tool identified. There could then be some discussion about what planning tools might be appropriate for learners to use to plan their event and then learners could select one tool to use in their planning. Information on planning tools and why a particular one was selected for the event can then be incorporated into their coursework. A discussion regarding the importance of planning could then follow.

Learners could discuss in small groups the factors they will need to consider when planning an event. Each group could then prepare a short presentation to share with the class. Learners could then combine the factors identified by each group to produce a definitive list that they will need to consider.

Learners should produce a definitive plan, clearly showing the timings of the activities that need to take place, prior to and during the event. The plan should also show who is responsible for each activity.

For learning aim D, you could give input into the factors that they will need to consider when managing the event such as health and safety, and what learners need to do to ensure the event runs smoothly. It is important that learners understand the value of contingency planning. Guest speakers who have experience of working in events management could give more detailed insight into this area.

Learners could discuss as a group the potential problems they could face when running the event and identify possible solutions. At this point they could create a contingency plan.

For learning aim E, learners could discuss as a group what measures to use to determine the success of the event, such as whether they have met their aims and objectives. Learners could produce financial documents to support their evaluation. Analysis of client feedback will also be useful in determining the success or otherwise of the event.

Learners could use their personal skills audit to identify the skills they have applied during the planning, organising and coordination of the event. These could include any practical skills that may have been developed in the production of any physical products required for the event. If the event involves selling tickets or products, learners will be able to develop and demonstrate such skills as budgeting and managing cash inflows and outflows.

They could then update their skills audit to show new skills they have developed.

| Learning aim | Key content areas | Recommended assessment approach |
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| A Explore the role of an event organiser | <p>A1 Different tasks needed to be completed by an event organiser</p> <p>A2 Different skills needed by an effective event organiser</p> <p>A3 Common formats for skills audit collection</p> | <p>An individual report identifying tasks that would need to be carried out by an event organiser.</p> <p>Summary of skills needed by an event organiser and identification of own personal skills, highlighting areas for development.</p> |
| B Investigate the feasibility of a proposed event | <p>B1 Different types of event, and the factors affecting success</p> <p>B2 Feasibility measures and critical success factors</p> | <p>An individual summary report and group presentation, following a detailed investigation into a range of large and small successful events, to include a justification of the chosen proposal.</p> |
| C Develop a detailed plan for a business or social enterprise event | <p>C1 Event planning and the use of planning tools</p> <p>C2 Factors to be considered, including budgets, resources and contingency planning</p> | <p>A detailed plan of the event identifying critical success factors.</p> |
| D Stage and manage a business or social enterprise event | <p>D1 Management of the event</p> <p>D2 Problem solving</p> | <p>Learners must take an active part in staging and managing the event. Evidence of this, such as photographic evidence, witness statements, assessor records, must be presented.</p> |
| E Reflect on the running of the event and evaluate own skills development | <p>E1 Evaluation of the event</p> <p>E2 Review of personal skills development in the running of the event</p> | <p>A written report recording and evaluating the success of the event in terms of:</p> <ul style="list-style-type: none"> ● meeting event objectives ● achieving targets ● satisfaction survey or feedback from participants ● analysis and evaluation of own event-management skills. |

Assessment guidance

This unit is internally assessed through three assignments. The first one covers learning aim A. The second covers learning aims B and C. The third assignment covers learning aims D and E and includes the practical staging and running of the event and a written report that evaluates the running of the event.

All learners must independently generate evidence that is clearly the individual learner's own work. The main sources of evidence are likely to be individual written reports together with a detailed plan of the event.

Learners should complete a diary/log to show their participation in staging and managing the event. Photographic evidence, video recordings and observation records from the BTEC assessor could be included. Observation records alone are not sufficient sources of learner evidence; the original learner-generated evidence must support them.



Getting started

This gives you a starting place for one way of delivering the unit, based around the specification.

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| <p>Introduction</p> <p>Most learners will have attended some kind of event at some point in their lives. The range of experiences could be anything from attending a school play to attending a music concert. A group discussion covering learners' own experiences of events would be a good starting point.</p> |
| <p>Learning aim A – Explore the role of an event organiser</p> <ul style="list-style-type: none">• Ask learners to work in small groups to identify a range of tasks likely to be carried out by an event organiser. Each group could then feed back their views to the rest of the class in order to contribute to a definitive list of tasks.• Invite guest speakers to talk about their experiences of staging and managing an event. The speakers could come from the local area, for example a local charity who may have organised a fundraising event.• Following the guest speaker visit, discuss the skills needed to be an effective event organiser with the learners. Learners could produce a mind map showing all the skills required.• Ask learners to research different formats for skills audit collection. Learners should present their findings and then as a group discuss the most appropriate format for carrying out a personal skills audit.• Learners to complete an individual personal skills audit and compare it with one for an event organiser, highlighting any areas they would need to develop. |
| <p>Learning aim B – Investigate the feasibility of a proposed event</p> <ul style="list-style-type: none">• Assign learners to groups. Ideally, these groups should have no more than six learners in total. Learners should discuss different types of events and decide what kind of event they would like to organise.• Each group should carry out research into a number of similar successful events and identify the common success factors. This will enable learners to justify their choice of event.• Learners should prepare and deliver a presentation to the whole class outlining their choice of event, the purpose of the event and the aims and objectives of the event. Using feedback from the class, each group may reconsider their choice of event.• Once the decision regarding the final choice of event has been reached, each group will need to discuss and identify the constraints that could prevent the event being successful. They also need to consider how they will measure the success of the event. Examples of success criteria could be the number of people who attend or the amount of money raised. |

Learning aim C – Develop a detailed plan for a business or social enterprise event

- Your input will be required to explain how Gantt charts are used and how to produce a critical path analysis. A discussion regarding the benefits of online planning tools could follow.
- In their groups, learners will decide on the appropriate planning tool or tools to use, then start creating their plan.
- In groups, learners could produce a mind map to show they have considered all the appropriate factors that need to be included in their plan.
- Learners will need to understand the benefits of contingency planning. A tutor-led discussion could be useful at this point. Learners sometimes confuse contingency planning with risk assessment, so you should make the differences clear. Following this discussion, learners should produce their own contingency plan.
- Individually, learners should produce a final planning document that covers all stages of the event.

Learning aim D – Stage and manage a business or social enterprise event

- In their groups, learners should produce the promotional material for their event, together with any letters/invitations.
- In groups, learners should produce questionnaires to enable participants to feed back on their experience of the event.
- All learners should take part in the staging and managing of the event. Photographs may be taken to document evidence of learners' participation and show evidence of how any problems or issues were managed.
- Learners should complete an individual log/diary to show evidence of their input into the staging and managing of the event.

Learning aim E – Reflect on the running of the event and evaluate own skills development

- Tutor-led discussion – how are learners going to judge the success of the event? What factors are they going to use to measure the success?
- In groups, learners could use the questionnaires produced to analyse the feedback from the event participants. What does this information tell them? How could the event be improved if it was run again?
- Using their skills audit learners could analyse how their skills have developed as a result of their participation in the event. Are there still gaps? What could they do to fill those gaps? Learners could produce a short presentation.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Unit 1: Exploring Business

Unit 2: Research and Plan a Marketing Campaign

Unit 3: Business Finance

Unit 5: International Business

Unit 6: Principles of Management.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

- Bowdin GAJ, Allen J, O'Toole W, Harris R, McDonnell I – *Events Management*, 2nd edition (Routledge, 2006) ISBN 9780750665339.
Introduces the concept of event planning and management.
- Bladen C, Kennell J, Abson E, Wilde N – *Events Management: An Introduction* (Routledge, 2012) ISBN 9780415577427.
Explores the nature of events management and gives the practical skills and professional knowledge learners need to succeed in the events industry.

Journals

- *Event* (Haymarket Business Publications Ltd)
Exhibitions and live events information.
- *RSVP* (Haymarket Business Publications Ltd)
Magazine that gives advice, leads and tips on how to stage the perfect event.

Websites

- <http://businesscasestudies.co.uk>
Free materials and casestudies.
- www.ted.com/talks
Short video clips of talks given by entrepreneurs.
- www.videoarts.com
Training videos on a variety of topics

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 learners to access them through the school/college intranet.