



# Unit 19: Events in Hospitality

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## Delivery guidance

### Approaching the unit

In this unit, learners will develop their knowledge of and practical skills in planning and running hospitality events from start to finish. This unit is designed to cover the broader spectrum of hospitality events, including bespoke and off-premises events away from a conference and banqueting department in hospitality. Learners will gain insights into and knowledge of the processes involved in running different hospitality events, using a client brief to plan and run a successful event. They will also develop and practise skills that employers are looking for, such as problem-solving, communication and planning skills. For example, they will learn to cultivate a relationship with their client in order to carry out the event according to their wishes, while still achieving organisational objectives.

You are likely to use a broad range of different teaching, learning and delivery methods in this unit, such as:

- trips and visits – one of the most effective ways of developing learners' knowledge and understanding of the industry is for them to visit different types of hospitality events (many events offer free entry to learners and educational groups on specific days)
- case studies – use these to illustrate the planning and positive and negative impacts of different types of event
- individual or group presentations – these allow learners to explore topics in depth, such as a range of different events and the planning required to make them a success
- employer engagement – industry experts such as event managers or supervisors could share their approach to event organisation and examples of planning materials, promotional literature and booking forms
- Work experience – learners could undertake work placements at hotels or event venues that host small-scale or large-scale events, then share their experiences with other learners
- Discussions – hold class and small group discussions on topics such as different events that learners have experienced and emerging trends among different customer types.

Remember that group work is a useful and acceptable form of delivery and formative assessment, but you must ensure that each learner independently produces their own evidence containing sufficient depth and detail for summative assessment.

For learning aim A, learners need to investigate characteristics of events in hospitality and how these are supervised. This unit introduces learners to event planning and helps them to understand what is involved in organising an event.

Depending on the event, the staff running it need either to be visible or to operate in the background. Learners need to understand the roles and responsibilities of those involved in every aspect of the event, from the initial planning stages through to the hosting of the event. Cover the role of supervisor and the skills needed to be a successful supervisor. Learners need to know the purpose of the event and the factors that they need to consider, including location, staffing, budget, special requirements and requests.

To develop learners' evaluation skills, you could use learner-devised review forms to keep records of meetings with their 'clients' or supervisors. When attending an event, learners could also use the forms to record their opinions of the factors they consider to be important

to the planning and running of an event. Learners could use this material to highlight any problems that occurred at the event and to provide the basis for suggested alternatives. Throughout, learners should evaluate the documents used in planning and running an event to find out what their individual importance is to the successful running of an event.

For learning aim B, learners need to develop the skills to plan and organise a hospitality event that meets customer requirements. As part of their preparation, learners could work in groups to determine the main purpose of specific events, looking at what information is needed for an event proposal and where this information is obtained. They could prepare a list of questions that they would ask a client before planning an event. A guest speaker could give a presentation and answer learners' questions. Learners could then plan and organise different events, and could work in teams to produce a monitoring schedule.

Learners could shadow industry professionals preparing for, planning and/or organising a specific event. They could use a diary or log to record what they see and hear. In different groups, learners could also research or discuss elements of hospitality (such as the use of specific accommodation settings, staffing, food, beverages and customer service). Learners could role play an interaction between a client and an events co-ordinator. They could develop the questions that they would need to ask to ensure that they will be able to organise all details of an event to the customer's requirements. Groups could prepare a set of safe working practices, a timetable for an event, a log of contacts with a manager, a comment sheet, a checklist for a meeting and the plan for an event.

For learning aim C, learners will develop the skills needed to set up and run a hospitality event to meet a client brief. They could show that they can run an event by using the checklists and other documentation prepared for learning aim B to review their performance and the event as a whole.

Learners' practical participation (including venue preparation and signage) could be explored through group discussion and the development and use of a plan. You could use role play and simulation to develop their confidence and skills before the event. These activities could be recorded by some means, such as videoing. Use discussion and reflection to improve learners' skills, which will also help them to improve their events in the future. Learners could also keep diaries or logs and share their experiences. Learners could inspect records (such as a comment sheet or questionnaires) when considering the factors that made their event successful. This could lead to discussions relating to the opportunities for change. Some learners could use their work experience log or real work diary to confirm that they have the necessary knowledge and skills (this should be confirmed by a manager).

Observation records, together with diary or log entries, could help inform your decision-making for internally managed events. The evidence could be generated during the event itself or by using the plan or checklist for the event. In groups, learners could review comment cards and you can help them to develop recommendations. As this is an internally assessed unit, ensure that learners have the opportunity to experience all aspects of the unit's learning aims.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the types, characteristics and supervision of hospitality events	<b>A1</b> Events characteristics <b>A2</b> Job roles and supervision <b>A3</b> Documents used to aid supervision of the planning and running of events	Written documentation or project investigating the key content areas of events and events supervision.
<b>B</b> Develop an event plan from a client brief	<b>B1</b> Event proposal <b>B2</b> Event planning <b>B3</b> Budgeting	Produce an event plan in a written format working from a client brief.
<b>C</b> Carry out a hospitality event from a client brief	<b>C1</b> Set up of event <b>C2</b> Running and clearing up of event	Practical observation of the set-up, running and clearing an event.  Written evidence covering the review stage of the event.

### Assessment guidance

This unit is internally assessed through assignments and observations. All learners must independently generate individual evidence that can be authenticated. The recommended assessment of this unit is through three internally assessed assignments. Assignments are holistic for this qualification, so tasks should not prescribe pass, merit or distinction criteria but allow learners to achieve all the criteria by completing the task in full.

The first assignment covers learning aim A and is likely to consist of a report investigating the range of events that individuals working in the hospitality industry are involved with. This report will include the characteristics of the events, job roles and supervision, and the factors that make an event successful. In order to achieve the assessment and grading criteria, learners need to select and research several events in hospitality. You should ensure that the examples selected by learners provide sufficient scope for them to fully complete the assessment.

The second assignment covers learning aim B. First, learners need to describe the information needed in an event proposal using the client brief. They should then move on to create and deliver an event plan that details the stages (pre, during and post), skills, methods and processes required to plan and manage one event. Learners must produce a detailed proposal, including financial costing, for an event that follows and meets a client brief.

For learning aim C, the assessment could take the form of a realistic or real working environment (which could be a work experience placement). The assessment should consist of an observation of an event being set up, run and cleared down following the plan made from the client brief in learning aim B. This will require learners to complete documentation for the event to a professional standard. Use videoing or documentation to record this assessment and complete a record of activity for each learner. Assessors should complete observation records, while people such as work colleagues can complete witness statements. Observation records alone are not sufficient sources of learner evidence: the original learner-generated evidence must support them. For the final part of this assignment, learners must write a review evaluating the success of the event.

Factor in time to assess learners within the guided learning hours (GLH). It is essential that you allow learners to individually select their own examples of businesses to investigate, as well as the research evidence to include in their work, if they are to show the individual creativity required to achieve the universal distinction criterion.

## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 19: Events in Hospitality

#### Introduction

The majority of learners are likely to have experienced an event in hospitality. They might have been to a wedding, a festival, a themed event or an exhibition. You could start the unit by asking learners to discuss their experiences of hospitality events and then begin to explore the wide range and styles of events available. Encourage learners to talk about events that they have been to (such as family weddings, activity days or concerts) and to identify the elements they thought were well-organised and those that were not. Ask them to consider how they heard about the event and whether the event was advertised or promoted in some way.

#### Learning aim A: Investigate the types, characteristics and supervision of hospitality events

- Once they have shared their event experiences, ask learners to work in pairs to list all the events in hospitality they can think of, giving examples. Then ask them to try to categorise them into groups, such as themed events, religious ceremonies and so on. Bring together the categories into a system that is agreed by the whole class and then split learners into groups so that they can continue to further research a given category. They should look for industry examples and data and statistics to highlight the differences between categories. Learners could create a short presentation to explain their category and its characteristics to the rest of the class.
- Ask learners to investigate the examples of events used in the previous activity. Ask them to create a table and add in the information they have found through their research, using headings such as:
  - type of event
  - purpose of event
  - promotion methods
  - estimated numbers and guest profiles
  - venue and equipment required
  - health, safety and security requirements.
- To extend the previous activity, ask learners to research the amount of crossover between events to enhance their knowledge. For example, they could consider how many venues cater to multiple events (such as a golf club, which does sports events and weddings but also conferences). Ask learners to write a brief summary of why they think venues do this.
- Pick an event in hospitality to use as a case study and start a discussion about the planning required for an event of that kind. Get learners to discuss as many potential considerations as they can think of and how they could plan for them. Show learners promotional materials from different types of events. Ask them what message the materials are trying to convey to the customer and then ask them to rate how successful the design and content are in conveying this message. You could give each individual learner or pair of learners either one or two examples of promotional materials to analyse. As an extension activity, ask learners to write an evaluation of different types of promotional materials for different events.
- Arrange for learners to shadow someone involved in the planning and promotion of an event in the hospitality industry or invite an events planner in to give a talk. After this, draw an organisational chart for the relevant event venue with learners. Show them at least two different types of contrasting businesses and ask them to identify how the businesses may differ and



why.

- Review the job roles in events. Give learners a list of job titles, each with a short description of the role, and a set of cards with skills and responsibilities printed on them. Ask learners to match the skills and responsibilities to the job roles, explaining why the skills are needed for each role.
- Ask learners to work in small groups to identify a range of tasks likely to be carried out by an event supervisor. Each group could then feedback their thoughts to their peers to allow the whole class to create a definitive list of tasks.
- A guest speaker (either a supervisor or a manager in events) could give a talk on a supervisor's role, responsibilities and skills. Before the session, help learners to write some questions that they would like answered, but also emphasise content and questions on the supervisor's role, responsibility and skills. The speaker could come from the local area, such as a local hospitality business that runs events. If a visit from a guest speaker is not possible, guide your learners through a case study or video that covers the same points.
- Following the guest speaker's visit, discuss the job roles in events and the skills needed to be an effective event supervisor. Learners could produce a mind map or job description showing all the skills required.
- Learners could write a personal skills audit and compare it with the job description produced in the previous activity, highlighting any areas they would need to develop in order to fulfil the role.
- Learners complete an activity on organisational and management skills such as creating a staff rota for an event.
- Give a presentation to introduce the different documents used in events and demonstrate their use. Ask learners to identify which documents they have seen used on a visit and which they have identified through their research into events. Once they have identified some documents, ask them how these can be used to aid both the supervisor, the customer and the hospitality business.
- Ask learners to look through some exemplar documents, to compare and contrast them and to discuss them as a class. Are they easy to use and understand? Do they give the information you would need for the business specification? Ask learners to fill out some template documents. Once they have done so, discuss the documents as a class and highlight the importance of the accuracy of information to the successful running of events. Ask learners to peer assess each other's forms and write a brief report to give feedback. As an extension, learners could then improve their forms based on the recommendations in the feedback reports.
- Ensure that learners are prepared for assessment before giving them the assignment brief.

### **Learning aim B: Develop an event plan from a client brief**

- Invite guest speakers from different areas of event management to give a presentation about how they plan and organise an event. Ask learners to take notes and then create a presentation that compares and contrasts how different types of events are planned and organised.
- Learners could work in teams to shadow individuals who are planning and organising a specific event. Different groups could study the elements of different hospitality areas (for example, the use of specific accommodation and table settings, the choice of food and beverages, and specific customer service needs).
- Using a presentation, introduce learners to the concept of event proposals and what role they play in the overall event planning. What information do learners need for a proposal and how can they find or obtain it? What format is used for an event proposal?
- Ask learners to role play a meeting between a client and the events team. The client should explain the vision for the event and outline their requirements. The events team should ask relevant questions and take notes. The events team should then give a five-minute presentation back to the client to make sure that they have captured all relevant details. It would be useful for the client to make some last-minute changes to see how learners deal with this. Ask the learner playing the client to give feedback on the event team's performance. You could also use an

observer (either you or another learner) to prepare learners for being observed in learning aim C. The observer can take notes and provide feedback that can help learners develop their skills.

- Assign learners to small groups. Learners should discuss a client brief and how they can plan a successful event. They could go on to create a rough plan and plans could be swapped between groups for discussion.
- 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 own event planning choices. As an extension activity, learners could write up a justification of why the given events were successful and which factors contributed to this success.
- 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 and adjust their plans for the event.
- Once the learners have decided on the final event, each group will need to discuss and identify the constraints that could prevent the event from being successful. They also need to consider how they will measure its success. Examples of success criteria include the number of attendees or the amount of money made.
- Explain how Gantt charts are used and how to produce a critical path analysis. Give learners the opportunity to practise producing both of these after they have been explained. Follow this with a discussion regarding the benefits of online planning tools.
- In their groups, learners will decide on the appropriate planning tool or tools to use, then start creating a practice plan. In groups, learners could produce a mind map to show they have considered all the appropriate factors that they need to include in their plan. Once this is complete, they could write up a basic event plan to ensure that they have covered all the factors necessary, then share and discuss their plans.
- Learners need to understand the benefits of contingency planning, so lead a discussion to help them at this point. Learners sometimes confuse contingency planning with risk assessment, so make the differences clear. Following this discussion, learners should produce their own contingency plans. They should also revise their practice plans after looking at contingency issues.
- Learners need to understand the correlation between a successful event and budgeting. Give learners the chance to practise some budgeting activities so that they can gain the knowledge to implement budgets for their own plans. Using their plans and the client brief, learners then need to create a simple budget for their event to add to their overall planning documentation.
- Ensure that learners are prepared for assessment before giving them the assignment brief. Individually, each learner should produce a final planning document that covers all stages of the event.

### **Learning aim C: Carry out a hospitality event from a client brief**

- Hold an event that could be used as a practice or conduct a role play exercise. Ask learners to set up the area for the event. Assign tasks to them, then get them to create a checklist for what they need to do and ask other learners to give feedback on the checklists.
- In groups, learners should produce questionnaires to enable participants to feed back on their experience of the event.
- Lead a discussion about how learners are going to judge the success of the event. What factors are they going to use to measure their success?
- As a class, discuss the supervisor's role in running the event and afterwards. Put together a mind map for learners so that they are aware of what they need to know when they complete their final assessment.
- Split learners into small groups and assign each group an area of the event to run. Ask half of the class to play customers if needed. Once the 'events team' learners have completed their duties, ask the 'customer' learners to give feedback. Then swap the roles and repeat the role



play. You could assign supervisors in some areas to review the skills of other supervisors.

- Ask learners to review the event, using comment cards, a plan or a checklist. Half of the class could look at the strengths of the event and half of the class could look at the weaknesses. They could highlight three strengths and three weaknesses in specific areas (such as planning, timings, use of skills, quality and appearance of food and beverages, working methods and customer service, comparing these against the brief for the event).
- Working in small groups, learners could develop recommendations based on their views and the views of others (such as you, their parents, clients/customers from industry, a work supervisor or team leader). Learners could use a chart or a list to record the findings.
- Learners could write up an evaluation of the success of the event, highlighting any recommendations for change and justifying these with evidence gathered during the task.
- Ensure that learners are prepared for assessment before giving them the assignment brief.

## Details of links to other relevant units/qualifications

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 18: Conferencing and Banqueting.

## Resources

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

### Textbooks

- Beech, J., Kaiser, S. and Kaspar, R., *The Business of Events Management*, Pearson, 2014, ISBN: 9780273758624  
A useful introduction to managing and planning events and a good reference for tutors.
- Raj, R., Walters, P. and Rashid, T., *Events Management: Principles and Practice* (Third Edition), SAGE Publications Ltd, 2017, ISBN: 9781473948280  
An introductory text for learners on all aspects of event planning, including finance, law, preparation and operations.
- Shone, A. and Parry, B., *Successful Event Management: A Practical Handbook* (Fifth Edition), Cengage Learning, 2019, ISBN: 9781473759114  
A comprehensive guide on all aspects of planning successful events, including set up, during the event and clear down. Suitable for all learners.

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