

Unit 36: Resource and Operations Planning for Event-based Horticultural Activities

Delivery guidance

This unit focuses on developing the skills and knowledge required in planning horticultural activities for an event. Growth in the number of horticultural events has been one of the most marked changes within the sector over the past few years. This has led to a demand for developing skills related to the planning and implementation of a presentation or promotion within a range of situations.

Whether it be a new product launch, the promotion of services, or presence at a local show, this unit will help learners understand the relevance and importance of communicating their message and/or product in the appropriate way to their target audience.

Approaching the unit

This unit follows through the development of an event from the initial design proposals, demonstrating an understanding of the range of different types of events and how these might meet the needs of a given scenario. Learners will need to be able to identify the logistical requirements to support the event, as well as producing a detailed plan.

These activities may well work closely with *Unit 35: Participating in Horticultural Tasks at Events*, which has a significant practical element that aligns with the written planning produced within this unit. The unit gives learners the opportunity to work with a scenario or client brief that could be placed within a real-life context, helping to demonstrate the relevance of these tasks. The industry-specific nature of this unit will help to deliver a series of engaging and interactive activities.

Delivering the learning aims

Learning aim A

Learning aim A gives learners the underpinning knowledge to understand the broad range of categories and sizes of event that may occur, such as public or private events, non-ticketed or ticketed events, trade shows, local growing competitions and professional association events. Not only does this learning aim examine specialist horticultural events and events that have a horticultural element, but also the role of events in highlighting links between the horticulture sector and other industries such as security, hospitality, automotive and tourism. This will probably be wider ranging than learners' current experience, so scenarios and case studies based on more familiar experiences and visits to events such as trade shows may help give the essential context.

A study of the range of event types will help learners form their own judgments of their success and effectiveness, as well as being able to analyse the factors impacting upon this success.

Learning aim B

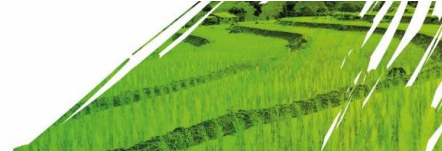
Learning aim B looks more specifically at the requirements for planning horticultural activities for an event. These include health and safety considerations, as well as working with others in order to plan, prepare and carry out the horticultural tasks at the event. This will help learners understand the 'behind-the-scenes' planning that takes place to make an event successful. Often these are elements that are not considered by the general public but are important for both their enjoyment and safety.

Learning aim C

Learning aim C requires learners to apply their knowledge to develop their own plan in order to meet the requirements of a horticultural event. They will need to be able to evaluate the effectiveness of their own performance and of the event itself, identifying areas for improvement and how to develop their skills. This learning aim allows learners to be creative but they will also have to give financial evidence and costings to justify their approach taken.

While the majority of this unit will take place in the centre using the available resources, it would be beneficial for learners to attend an event early on within the unit delivery to broaden their outlook. If possible, it might be helpful to interview someone involved with the organisation of such an event. This might be the show secretary or the sales and marketing team who are promoting the event.

If this unit is being used in conjunction with *Unit 35: Participating in Horticultural Tasks at Events* as part of the delivery suite, it is important to ensure that the proposals for this unit have been completed in good time. This is to allow the implementation of the planned event by learners to fulfil the unit's requirements.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Investigate the range and impact of different types of event relevant to the horticulture sector</p>	<p>A1 Types of event relevant to the horticulture sector</p> <p>A2 Potential benefits and challenges associated with events relevant to the horticultural sector</p> <p>A3 Factors affecting the success of the horticultural element of an event</p>	<p>Learners produce a report or presentation on:</p> <ul style="list-style-type: none"> ● the impact of different types of event relevant to the horticulture sector ● the factors affecting the success of the horticultural aspect of an event ● the key aspects of planning, resources and health and safety requirements for the horticultural element of an event.
<p>B Investigate the planning requirements for a horticultural activity at an event</p>	<p>B1 Planning methods for a horticultural activity for an event</p> <p>B2 Resource and logistical requirements for a horticultural activity at an event</p> <p>B3 Health and safety requirements associated with a horticultural activity at an event</p>	
<p>C Produce a horticultural plan for an event to meet a given brief</p>	<p>C1 Key components of the horticultural plan for an event</p> <p>C2 Producing efficient financial costings for the horticultural element of an event</p> <p>C3 Reviewing the effectiveness of the horticultural plan in meeting a given brief</p>	<p>Learners produce a horticultural plan to be used as part of an event, evaluating the effectiveness of the plan in meeting a given brief.</p>

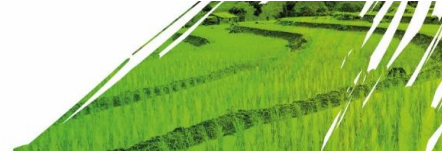
Assessment guidance

This unit is internally assessed and the essential information for assignments in the qualification specification states that the unit should be assessed in a maximum of two assignments.

Within this structure, learning aims A and B will be assessed within one assignment, which is a report or presentation on the impact of different types of events relevant to the horticulture sector, the factors affecting the success of the horticultural aspect of an event, and the key aspects of planning, resources and health and safety requirements. The second recommended assignment, which is for learning aim C, is a horticultural plan to be used as part of an event, evaluating the effectiveness of the plan in meeting a brief. This arrangement allows the first assignment to investigate many of the theoretical concepts, while the second assignment will demonstrate a practical understanding and application of the ideas learnt.

While there is not a requirement for any specialist equipment, the delivery of the unit would benefit from the input of employer engagement in the form of an industry expert in their subject area. This may be a PR company responsible for the publicity of a local or regional event, or perhaps the show secretary in the case of an event such as an agricultural show. In either case, the guest speaker would be able to give an insight into the planning and preparation that goes into the management of a successful event.

Learners may also benefit from visiting a local show. Trade-type events are targeted at buyers within the sector who will use these products in the growing season. Learners could visit these trade shows early on in the delivery of the course to help them to contextualise the unit content, especially for those learners who have less experience of the industry. If this approach is used, it may be worthwhile to give learners a focus for the day (i.e. to report back on the infrastructure and layout of the event).



Getting started

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

Unit 36: Resource and Operations Planning for Event-based Horticultural Activities

Introduction

Introduce the unit by asking learners to recall and describe any horticultural events that they have attended, review the event's purpose and identify the best aspects and any areas for improvement (in the context of the customer experience).

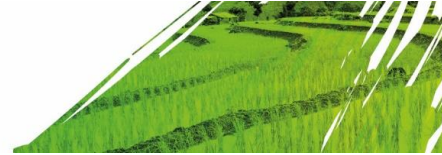
Learning aim A: Investigate the range and impact of different types of event relevant to the horticulture sector

- For learning aim A1, explain why there are a wide range of different types of events that use horticultural products, giving examples.
- In small groups, learners conduct research to find as many different categories and sizes of event as possible, presenting their findings to the rest of the class. Include specialist horticultural events and events that have a horticultural element (see unit specification). Learners then compare their categories with the rest of the class, checking if there are any types they have missed.
- Ask learners: *How do these events benefit the horticultural sector? What are the major links to other industries?*
- As homework, learners should carry out independent research into the role of events in highlighting links between horticulture and other industries (e.g. security, hospitality, automotive, etc.).
- For learning aim A2, learners should list the benefits of horticultural sector events (e.g. raising awareness of sector issues, educating the public, etc.). Ask learners to share their results. Explain that many of these are based on 'perceptions', influenced by their previous experiences and the people they encounter. Ask learners: *Is there evidence to back up these opinions?*
- In small groups, learners research the general economic and social benefits of horticultural events (see unit specification). Then, in pairs, learners produce a written, evidence-based rationale for horticulture events.
- You could deliver a presentation on the challenges associated with events, such as:
 - costs
 - seasonality
 - environmental restrictions (e.g. temperature, light)
 - transportation
 - safety (e.g. secure displays, poisonous plants).
- Ask learners to decide whether the benefits of events outweigh the challenges.
- For learning aim A3, you could deliver a presentation on general event factors that could affect the success of a horticultural event.
- In pairs, learners list and rank in order of impact the external factors affecting the success of an event (from both the perspective of the visitor and exhibitor).

- Learners identify the horticultural factors that may impact on the success of an event. Tutor to draw a mind map on the board with learners' responses; example answers include plant quality, relevance to current trends in horticulture and amount of funding or sponsorship.
- Arrange a visit to a local event, such as a flower show, where learners should evaluate the visitor experience. They should film the event as evidence for their summative assessment.
- As a formative assessment activity, learners should create a PowerPoint presentation, reviewing the visitor experience at the show or event, to deliver to the rest of the class; the other learners then give peer feedback.

Learning aim B: Investigate the planning requirements for a horticultural activity at an event

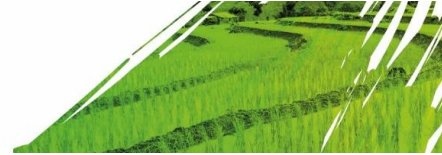
- For learning aim B1, you could deliver a presentation on the planning and implementation cycle of a horticultural activity.
- In pairs, learners evaluate the aims of a particular event. The previous visit might be a useful example as a starting point for this activity, or learners can use another example from their research to date.
- Using a range of case studies developed by the tutor, learners work in small groups to develop a proposal for an event activity, including the following criteria:
 - state the aims of the exhibiting organisation
 - research and identify methods of delivering the event activity aims
 - prepare a detailed plan to achieve the aims
 - evaluate the feasibility of the event activity plan
 - describe how they would implement the event activity plan
 - outline how they will evaluate the success of the event activity.
- Learners present their proposals for an event activity plan to the rest of the class. The Tutor offers formative feedback and the other learners constructively review the proposals.
- Facilitate a class discussion on the key planning documentation required for an event. Learners then complete a range of essential documents linked to an event case study, such as a show or college open day. This should include risk assessments, checklists and financial information such as projected spend and actual spend. Learners must outline the financial risks if any unplanned situations occur (weather events affecting visitor numbers).
- Facilitate a class discussion on identifying the different roles required to operate an event and how these might be allocated, based on skills, experience, workload and availability. You could collate learners' thoughts by drawing a spider diagram on the board.
- In small groups, learners should produce a simple timeline that would identify the timescales needed to procure plants for the event. This is to include propagation, growing on, and getting into 'show condition' in time for an event. The timescale for some items will be considerable and so will determine whether plants are propagated 'in-house' or purchased from other suppliers.
- Learners share their thoughts about the planning documentation required for an event. Tutor to review their documents to ensure accuracy.
- For learning aim B2, learners should map out the timescales required to source resources and materials for an event, to include plant stock, staff, event space and facilities, construction materials and any tools, equipment, machinery and personal protective equipment (PPE) required.
- As a formative assessment activity, learners should use this information to develop their own Gantt charts to help manage an event, using a case study.



- In small groups, learners list the materials needed to service an event and the timescales for delivery and procurement. Learners should produce a diary of events, together with an inventory and costing for materials.
- Learners list the types of transport requirements to consider when choosing methods for transporting items for an event (such as plants and construction materials).
- You could deliver a presentation on the transport requirements. Use a range of videos to show techniques and complexities, to include: mature trees (with a tree spade), delivering a mixed range of plants, use of CC Euro Trolley and Danish trolleys.
- In small groups, learners research the storage and protection requirements for plants (e.g. temperature, light and water), construction materials (e.g. ease of movement, security, safety), promotional materials (e.g. clean and dry) and tools (e.g. security). Facilitate a Q&A session to help answer learners' questions about developing an effective plan, including show or event stand, stall and display requirements.
- For learning aim B3, discuss how to work safely in relation to a horticultural activity at an event. Show learners a video such as *'funny workplace fails'* as a light-hearted way to emphasise the importance of conducting risk assessments to avoid such incidents.
- Learners should carry out a risk assessment and perform safety checks for a potential event area. This might be a simulated activity if the venue for a specific event is difficult to reach. See unit specification for a range of issues that could be covered. The risk assessment should include the identification of the appropriate PPE.
- Learners should produce a written set of safety instructions/standard operating procedures, including links and copies of operating procedures for any machinery required. This should be written in a format that is accessible to an average contractor, together with examples of any safety signs.
- Learners should also set out a list of 'rules' for contractors with guidance relating to manual handling procedures and working at heights to meet current regulation requirements.
- You could demonstrate how to practice safe lifting and manual handling procedures, particularly in relation to loading and unloading vehicles. Give learners the opportunity to try this themselves under tutor supervision. Learners should identify other ways in which materials may be handled to reduce risks (e.g. smaller bags of materials, use of machines, use of plant trolleys and smoother surfaces to work on).
- Learners should complete a *'walk and talk'* of the site to highlight the issues identified in the previous activity. They then peer review the *'walk and talk'* session and rate how easy they were to understand. Use sticky notes to write down comments and feedback in a supportive way at specific points within the document.
- For the summative assessment activity, learners should produce a report or presentation over the next few sessions covering learning aims A and B. They will need to work individually to demonstrate their understanding of the planning requirements for an event, with potential links to *Unit 35: Participating in Horticultural Tasks at Events*. This may be based upon a different case study or on an upcoming event to ensure vocational relevance.

Learning aim C: Produce a horticultural plan for an event to meet a given brief

- For learning aim C1, you could deliver a presentation on the goals, objectives and critical success factors required when producing a horticultural plan for an event. Explain how the horticultural aspect of an event fits in with the overall venue design.
- Allocate a different component to each learner and ask them to consider what they would need to organise for a large horticultural show stand. This should include infrastructure, equipment and services, as well as how they will dispose of any waste products sustainably and appropriately.
- In small groups, learners should develop an outline of a plan of how their allocated component will be delivered (e.g. achieve in-house, sub-contract, buy in services, hire of equipment, buy in product, etc.). They should also be encouraged to consider the processes used to deal with unforeseen situations, such as emergencies or accidents. Who should be responsible? How will these issues be addressed for the whole of the event's duration when different staff are on duty?
- Facilitate a class discussion for learners to analyse how these components will fit together, checking for any overlaps and/or omissions.
- Learners present their proposals to the class, and you will evaluate the effectiveness of their proposals and timescales. Discuss the variables that may occur (such as the plants, which will be the focus of the visit in the next session).
- Arrange a visit to a local nursery growing plants for an upcoming show. Introduce concepts such as selection and care of plant stock, quality control, timing of blooms and meeting supplier needs, including use of specialist equipment to regulate the growth of plants.
- Invite a guest speaker such as a show secretary or organiser for show to outline how they organise the event, in particular the 'behind the scenes' services which contribute to a comfortable visitor experience (the hygiene factors).
- Invite a marketing expert or an employee from the horticultural sector to give a talk on the skills required for specific roles in the sector, especially in relation to events. Discuss effective communication skills required in the workplace.
- Allocate each learner with a theoretical scenario, where they must allocate team members to different roles in order to complete various tasks, depending on their skillsets.
- For learning aim C2, you could deliver a presentation on how a budget is created, costed, monitored and managed. Demonstrate to learners how to use a budget spreadsheet on Microsoft Excel.
- In pairs, learners should develop a budget for a small fictional event, researching and offering evidence for the likely costs and allocated resources.
- As a formative assessment activity, learners should present their budget proposals to a 'board' comprising of peers and the tutor. The 'board' will give formative feedback on the budget proposals, highlighting any omissions and checking the validity of any assumptions and contingencies.
- For learning aim C3, you could begin by outlining the criteria for judging the success of an event in relation to written (or implied) aims. Ask learners individually to produce a SWOT (strengths, weaknesses, opportunities and threats) analysis and suggest improvements for the event. This may be preceded by a worked example by the tutor (if required).
- In pairs, learners should evaluate an event against defined success criteria. The event should be something the learners are familiar with and could include: a department open day, course recruitment event or public talk. Learners should feedback their findings and reflect on the difficulties of defining the success in meeting some aims.



- Learners may need to obtain feedback from the event or from external experts (e.g. a show judge) in order to come to a valid conclusion. Using this feedback, learners will be able to evaluate how well the event met the specific aims of the activity: these may be qualitative or quantitative. Learners should also evaluate the effectiveness of the outcome against the budget allocated.
- Learners should produce a horticultural plan to be used as part of an event over the next few sessions to cover learning aim C. They will need to demonstrate their understanding of the planning requirements for an event, with potential links to *Unit 35: Participating in horticultural tasks at events*. This may be based upon a different case study or on an upcoming event to ensure vocational relevance.

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

This unit links to:

- Unit 2: Estate skills
- Unit 35: Participating in Horticultural Tasks at Events.

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 Agriculture/Horticulture/Land-based subjects. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Chapman M, *Event Planning: The Complete Beginners Guide to Planning and Managing Successful Events*, CreateSpace Independent Publishing Platform, 2017 ISBN 1544885903 – a short, concise guide to the basics of planning an event

Cowley S, *Teaching Skills for Dummies*, John Wiley, 2009 ISBN 0470740841 – an accessible book to help learners communicate the essentials of a skill or activity within a public demonstration

Royal Horticultural Society, *The Horticultural Show Handbook: The Official RHS Guide to Organising, Judging and Competing in a Show* (8th revised edition), RHS media, 2016 ISBN 190705765X – the RHS guide to show management, useful for events linked to flower shows

Journals

Garden Trade News – www.tgcmc.newsweaver.co.uk/gtnxtra/xbiad7o9fls – a monthly magazine relating to the garden centre trade and the major trade shows

Horticulture Week – www.hortweek.com – a weekly publication covering news and events within the commercial horticulture sector and situations vacant

Websites

www.gardenersworld.com – a range of approaches to display and demonstration of horticultural products.

www.eventbrite.com – networking and sharing about events.

www.socialtables.com – networking and sharing about events.

www.entrepreneur.com – setting up an event and embarking on event planning.

www.idealhomeshow.co.uk – Ideal Home Show, held at Olympia, London at the end of March/early April. Useful videos of stands and displays. Attendance at the show will also show a number of ways of presenting and displaying products and techniques (admission charge). Similar shows occur throughout the country.

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.