



## Unit 30: Organising Events in Sport and Physical Activities

### Delivery guidance

#### Approaching the unit

This unit gives learners an opportunity to explore the planning, promotion, and delivery of sports events. It gives learners the chance to investigate a range of sports events, this could include organised trips to visit forthcoming events or visits from sports event organisers.

This initial exploration should give learners valuable insight that will be needed when they prepare and investigate the logistics and requirements for a sports/physical activity event that they will plan, promote and deliver. Learners will then need to engage in a group activity as the main organisers to plan, promote and deliver a sport or physical activity event.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

#### Delivering the learning aims

For **learning aim A**, learners will examine the different types of sports event that take place and how they are planned and delivered. This gives an ideal opportunity for learners to visit a range of local, regional and/or national events. With advance planning, it may even be possible to arrange for learners to participate as volunteers in part of the planning, promotion and delivery of local and regional sports events; this participation is likely to give a real insight into the event organisation process. Learners will also explore the roles and responsibilities involved in the delivery of sport and physical activity events.

Visits from sports event organisers will also allow learners to receive first-hand experience and information about planning, promoting and delivering sports events. Another option is to give learners detailed case studies of different types of event, and there is detailed information available regarding some of the larger scale events, particularly those on a national and global scale, for example Rugby World Cup 2015, Rio 2016 Olympics and 2018 Paralympics in Pyeongchang and the 2019 Tour de France

Although learners should have the opportunity to explore sports events of their own choice, encouraging learners to focus on different types of event may help them when it comes to making comparisons between events.

**Learning aim B** focuses on learners being able to understand the relevant considerations for planning and promoting a sport or physical activity event. To deliver this learning aim, teaching and learning should focus on explaining and analysing event aims and objectives and ways to establish participants' needs: Learners need to understand how to establish necessary resources for staging a successful event. Learners will research what staffing roles and responsibilities, both paid and unpaid, are involved in the organising and running of sports or physical activity events. This learning aim requires learners to understand the key considerations of event planning to include financial costings and indicators to measure the success of an event. Within this learning aim learners will develop knowledge of various effective visitor/customer management strategies and communication methods. Learners will also explore the role of health and safety requirements, legal considerations, and mitigating risks.

This learning aim requires learners to produce an event plan accompanied with relevant promotional materials. To prepare for this, teaching and learning should allow opportunities for learners to explore, design and create promotional materials.



This learning aim could be covered via several methods, including independent research, visits and use of guest speakers. Group discussion will enable learners to reflect on the variety of resources involved in sports and physical activity event planning. Tutor-led delivery is vital to provide an accurate understanding of this topic area.

Visits to sports venues would enable learners to observe event planning considerations in use. These visits and other research sessions will enable learners to develop key study and employability skills.

Guest speakers from a sports event marketing and promotions field will provide first-hand accounts of the aims of marketing events to include potential barriers, and digital marketing strategies and tactics that are used to communicate event information. While incorporating real-life cases, thus enhancing the learners' experience, and keeping the unit vocationally relevant.

**Learning aim C** focuses on developing the knowledge and skills to allow learners to adopt the role of sports event organisers, planning, promoting and delivering a chosen sports or physical activity event. Teaching and learning should give learners the opportunity to explore aspects of running a promotional campaign.

This learning aim will help learners to develop an appreciation of running a promotional campaign. Learners will need to understand how to review and adjust a campaign to ensure aims and objectives are met and take on a specific role in promoting and delivering an event.

Visits from sports event organisers will also allow learners to receive first-hand experience and information about planning, promoting and delivering sports events. Learners should be supported to develop an understanding of what would make a successful effective event.

Case studies could be used to identify ideas, skills and methods employed by a range of successful sports businesses and organisations when event planning. Looking at success stories of sporting/physical activity events that are familiar to your learners will help encourage and motivate them. You could use group work and peer assessment to generate, assess and develop ideas. The jigsaw technique is also a valuable tool, whereby each learner has a topic to research and then teach the rest of the group. Also 'marketplace learning' is effective, where learners research a topic area and then move around other learners' work and ensure that they have a full set of notes on the topic areas. Throughout learners are encouraged to prepare suitable notes for all their peers to use. To deliver this learning aim you could use several methods including formal lectures, independent research, and individual presentations.



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore considerations of sport and physical activity events	<b>A1</b> Sports and physical activity events considerations <b>A2</b> Roles and responsibilities in delivering sport and physical activity events	A small-group presentation or report that evaluates the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity event. Dependent on class size for this assessment, learners will need to work in groups of no more than four.
<b>B</b> Plan and promote a sport or physical activity event	<b>B1</b> Planning a sport or physical activity event <b>B2</b> Promoting a sport and fitness event	Learners produce as a team: <ul style="list-style-type: none"> <li>• a plan for a sport or physical activity event</li> <li>• promotional materials and a plan for a sports event, evaluating the effectiveness of the plan in meeting a given brief</li> <li>• individual evidence of their involvement in the promotion and delivery of a sport or physical activity event.</li> </ul> Dependent on class size for this assessment, learners may produce one whole-class event or split up to produce two class events.
<b>C</b> Deliver a planned sport or physical activity event	<b>C1</b> Implementing a promotional campaign for a planned sport or physical activity event <b>C2</b> Delivering a planned sport or physical activity event	

## Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit.

Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aim A** is assessed via a small-group presentation or a report that evaluates the significance of the purposes, roles and responsibilities associated with different types of sport and physical activity event. For A.M1, learners will give a methodical examination of information about the types, purposes, roles, and responsibilities associated with sports events. Dependent on class size for this assessment, learners will need to work in groups of no more than four.

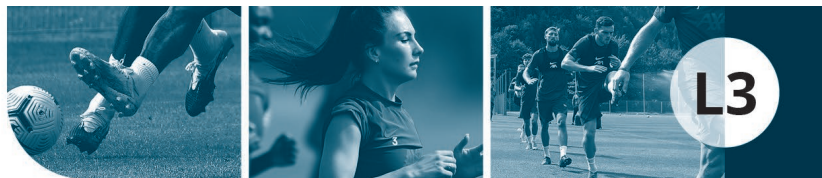
It is suggested that **learning aims B and C** are assessed via learners producing as a team:

- a plan for a sport or physical activity event to include promotional materials;
- a plan for a sports event, evaluating the effectiveness of the plan in meeting a given brief.



For B.M2, learners must produce a methodical examination of information that interprets key aspects and links between resources, logistical and health and safety requirements when planning a sport or physical activity event. For BC.D2, learners will need to undertake effective planning, promotion and delivery of an event demonstrating a robust awareness of the event aims and considerations and the use of promotion materials.

Learners should produce individual evidence of their involvement in the promotion and delivery of a sport or physical activity event. Dependent on class size for this assessment, learners may produce one whole-class event or split up to produce two class events. Learners should be encouraged to collect formative evaluative feedback throughout the planning, promotion and delivery of the event/s.



## Getting started

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

### Introduction

You will find it particularly useful to introduce this unit by arranging guest speakers from a variety of sports event organisations.

These speakers will be able to give learners an insight into the skills of organising sport and physical activity events.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g. the planning strategies used by the organisation to meet the needs of the spectators.

Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to learners focuses on their requirements.

### Learning aim, A: Explore considerations of sport and physical activity events

- Introduce the topic and content to your learners. You could begin by introducing the aims of the unit, an overview of the content of the learning aims, and how your learners will be assessed. This would give a basis for the types of activities in which your learners will be engaged.
- You could introduce the learning aim by organising a visit to a large local sports event, with learners gathering ideas and notes on the organisation of the event or just observing its planning, promotion and delivery. This would be an excellent way to excite learners about the practical elements of the unit while emphasising its links to important work skills and employability.
- A guest speaker from the local event could give a more detailed insight into its planning, promotion and delivery, and potentially give a critically evaluative outlook that will provide a context for the unit.
- It is important for learners to understand the scope and scale of various sports/physical spectator events. Learners work in pairs and consider what types of sports/physical activity event there are globally -either one-off events or ongoing tournaments.
- You could use a case study of the Rio 2016 Olympics, backed up with formal delivery and discussion.
  - Use question and answer sessions to determine learner understanding about the event and its scale.
  - Allocate to different learners different aspects of the Rio 2016 event, which they should research, including its initial planning, promotion and delivery. They could then give feedback to the whole group.
  - Learners could also produce a spider diagram comparing the Rio 2016 event with other types of sports event.
- Use a tutor led discussion to explore the different types of venue that could be used for different sports and go onto to discuss venue requirements and considerations from a spectator perspective.
- You could then use a small-group, learner-centred research activity.



- Each group could be assigned a different type of sports event, covering a variety of events, and determining the purpose/s of their chosen event.
- Each group could then prepare a mini presentation/ 'show and tell' for their peers, outlining their researched event. This could be followed by a question and answer session.
- A group activity that allows learners to gain an understanding of the importance of leadership and teamwork in this unit. This activity could take any form, but a practical activity is recommended as it would emphasise the practical nature of the unit and motivate the learners to demonstrate practical work-based skills.
- Activities that allow learners to appreciate the importance of different roles within a team are also useful. The examples include Belbin's questionnaire, which would allow you to focus on each learner's specific abilities and skills, and how they can contribute individually to a team event. These activities will also allow learners to demonstrate their leadership potential, which will be particularly useful in this unit.
- Use a tutor-led discussion to further explore the specific responsibilities involved in the organisation of sports and physical activity events.
- This could be initiated by asking the class to listen to a podcast: example : <https://www.workinsports.com/blog/work-in-sports-podcast/>- a variety of podcasts about *The Work in Sports* featuring interviews with sports industry experts.
- You could show the You Tube clip -<https://www.youtube.com/watch?v=xAc0DCxoJP8> which will initiate some interesting discussion on should developing countries be allowed to host sporting events.

### **Learning aim B: Plan and promote a sport or physical activity event**

- This learning aim requires learners to understand what considerations need to be in place to run plan and promote a sports or physical activity event
- A guest speaker from a sports event organisation could be invited to discuss event resource considerations from human, physical and financial perspectives and how these impact on the event being successful.
- You could then use formal delivery and discussion based around event aims and objectives and establishing participants needs. You could then use formal delivery and discussion based around the planning process and the structure of the decision-making process, including formal meetings of the main leadership group and sub-committees linked to specific areas of responsibility. The initial meeting should agree on the overall aims and objectives as well as short- and long-term SMART targets for specific roles and areas of responsibility. These targets should give focus for discussion at future meetings as well as a measure for judging the learners' performance.
- Formal delivery and discussion based around key elements of the resources planning, process including how events must plan for resources to consider participants and the audience. Can cover the main bullet points of the content for learning aim B.
- You could also mind map with learners to give ideas for feasible event plans and use discussion with learners to give ratings for the effective plans.
- Small-group research activity could then be used.
  - Each group could develop an event plan with different learners allocated specific bullet points of the learning aim's content to research and develop for homework.



- In a group meeting, each member of the group could then give feedback about their areas of research, prompting discussion and approval by the whole.
- The group could then prepare a written report and presentation to be delivered to a panel of staff for approval.
- Ask learners to give examples of personal experiences of good and poor event experiences.
- Tutor-led discussion around the recording of key considerations involved in event planning.
- A discussion is a good starting point on the roles and responsibilities of those involved in the organising and running of sports/physical activity events.
- Use a matching card activity to explore the roles involved in an event and the skills and responsibilities of these roles and what they entail.
- A visit to a sporting venue that hosts large events will allow learners to gain understanding and knowledge of the many different roles involved in planning and staging sports/physical activity events.
- Learners could work in small groups to discuss what budget and financial considerations would be required when staging an event. Learners should discuss and explore the need to consider financial contingencies and actions if an overspend occurred, and focus on key areas of spend and income to include:
  - breakdown of different areas of income and spending
  - resources
  - attendance and entry costs
  - sources of funding
  - costs of event – hiring, buying, facilities
  - allocating financial resources.
- Tutor-led discussion on what effective visitor/customer management strategies learners would need to consider when staging a sports/physical activity event.
- Within small groups learners note ideas down onto large pieces of paper about the health and safety and security aspects/strategies that need to be in place at sporting events. Make the activity time constrained and ask learners to move around the room clockwise to add further ideas to the other group's sheets. Once learners have added to all the other sheets and returned to their own area, allocate one person from each group to explain to the rest of the group two of the ideas on the sheet.
- Give learners information on current legislation and regulations and discuss how these impact on health safety and security at events. Use case studies where businesses have not met requirements and arrange for guest speakers to give real examples to illustrate the implications of non-compliance for event success.
- Learners need to understand the legal considerations of their event plan:
  - child protection
  - data protection.
- Use current resources to support the delivery of this learning aim  
<https://www.youtube.com/watch?v=qiyal0Ca4hQ> The world of sport and events has changed irrevocably in the wake of the global COVID19 pandemic. The changes that will manifest in the coming years have been the subject of much debate. This webinar will



explore the issues facing the industry and how rights owners and leagues can adapt their event delivery methods to combat the many challenges they currently face.

- Lead discussions on how an event may be marketed and promoted and what role marketing and promoting has in ensuring maximum attendance and explore strategies to maximise profit. This could be done in small groups with feedback to everyone on different ideas and information.
- Guest speakers could be used to lead discussions on how events are marketed and what marketing media strategies are used to promote sports events.
- Indicators to measure success of event, e.g. money raised, number of participants.
- Case studies about the promotion of sporting/physical activity events could also be used to give learners focus and ideas for their own individual/small group plan for a one-off sporting event. Learners could discuss whether they can add ideas that would have enhanced these events to be more successful.
- Tutor-led discussion on the purpose and types of promotional material and methods to promote the chosen event. Learners should understand how to establish a plan and a promotional campaign, how to design and create material to raise awareness and promote the event.
- Use videos and appropriate TED Talks, YouTube clips and podcasts to support the delivery of the content addressing the variety, potential and scope of sports /physical activity events.
- All learners should be involved in the key components of the event including promotional activities, health and safety and ethical considerations.

### **Learning aim C: Deliver a planned sport or physical activity event**

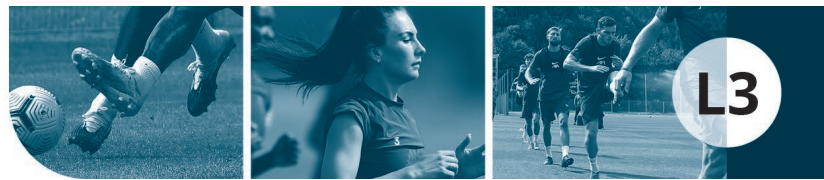
- Introduce this learning aim to learners by discussing how the key considerations of their promotional campaign could be implemented. How it could be launched? What initial publicity and marketing of the proposed event will be required to ensure the event was successful.
- You could use formal delivery to explain processes and ideas to register and confirm attendees/participants.
- Learners could then work in small groups to review and adjust the promotional campaign to ensure aims and objectives are met.
- Learners should agree on the specific role they will take to promote the event. Understanding key roles and responsibilities linked to the proposed event plan.
- Develop the leadership and teamworking skills of learners through the creation of short sporting sessions that can be delivered to the rest of the class. Learners should work in small groups, with each member of the group taking on a different leadership role.
- The learning here should be consolidated with independent learning work where learners look at the importance and effective use of skills, qualities and characteristics when leading and working as a member of a team.
- Learners should agree at an early stage on their methods of obtaining feedback, including qualitative and quantitative feedback from participants, observers, and other stakeholders. Again, these methods of gathering feedback should be used throughout the planning, promotion and delivery process to give essential evidence for learning aim C.





*During the sport or physical activity event*

- Learners will demonstrate in the delivery of the event that they contributed competently to individual and group tasks. They will show that they have worked appropriately to carry out tasks or activities effectively and safely, to achieve planned outcomes by undertaking the following:
  - preparation in advance of start of event-setting up the event
  - following the plan
  - customer service and supervision of participants, spectators, and stakeholders
  - health and safety and risk assessment
  - undertaking their specific role in an event and fulfilling all the responsibilities of that role.
  - each learner contributing to the delivery of the event, using a well-planned itinerary while ensuring they respond effectively to any unexpected occurrences
  - each learner should demonstrate effective decision making and clear communication skills
  - each learner should demonstrate effective teamwork and customer service skills
  - after event responsibilities, for example clean up, derigging of all equipment and correct safe storage of equipment.
- Visual evidence should be collected throughout the delivery of the event that demonstrates the learners fulfilling their specific roles and responsibilities. Evidence may include digital/video and photographic evidence.
- A key focus during delivery of the event should be collection of feedback from participants, spectators, assessors, and other witnesses. This should again include both quantitative and qualitative feedback and could again include digital/video and audio recordings of any interviews conducted.
- Learners should be clear about how they will be assessed during the delivery of the event, including clear targets and responsibilities
- As an additional activity and to “close the loop” to enable learners to highlight areas for improvement and make recommendations for future practice, they should refer to the results of the feedback collected, which should highlight strengths and weaknesses of the overall event, as well as to their review of their own individual performances. This will ensure that their recommendations have a clear evidential base.
- Although, where possible, learners should be allowed to autonomously deliver the event, you need to make sure that appropriate supervision is provided to ensure the event is run in a safe manner.
- Following formative holistic delivery of the unit content and learning aims, time should be allocated for the summative assessment period and submission of the two summative assignments.



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

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 5: Self-employment in Sport and Physical Activity
- Unit 12: Sports Tourism
- Unit 14: Marketing Communications
- Unit 19: Sport and Leisure Facility Operations.

## **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### **Textbooks**

All of the following textbooks give an overview regarding event organisation in general, with a number of them focusing on the specifics of sports event management.

Allen J, *The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events*, John Wiley & Sons, 2002 ISBN 9780470831885

Graham S, *The Ultimate Guide to Sport Event: Management & Marketing*, Irwin Professional, 1995 ISBN 9780786302444

Hoyle LH, *Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions*, John Wiley & Sons, 2002 ISBN 9780471401797

Shone A and Parry B, *Successful Event Management: A Practical Handbook* (Second Edition), Thomson Learning, 2004 ISBN 9781844800766

Supovitz F and Goldblatt J, *The Sports Event Management and Marketing Playbook: Managing and Marketing Winning Events*, John Wiley & Sons, 2004 ISBN 9780471460077

Westerbeek H et al, *Managing Sport Facilities and Major Events*, Routledge, 2006 ISBN 978041

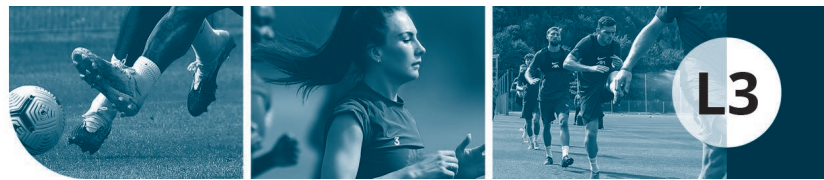
### **Journals**

The following journals provide comprehensive and up-to-date articles and research relating to sporting event management.

*International Journal of Event and Festival Management* – Includes case studies of different events and the latest research on event management.

*International Journal of Event Management Research* – Seeks to enhance, disseminate, and promote research findings and good practice in all aspects of event management.

*Journal of Applied Sport Management* – Provides cutting-edge applied research in the field of sport management including event management.



### **Videos**

<https://intelligence.globalsportsjobs.com/how-to-build-a-career-in-sports-events> -information on careers in sports event management.

TED-Ed offers a variety of relevant education videos. Search online for 'TED-Ed'.

<https://www.youtube.com/watch?v=qiayl0Ca4hQ> -sports event management during and post-COVID19

### **Websites**

The following websites provide information on a wide range of topic areas and can be used in conjunction with key textbooks and journals. They provide good sources of information on large sporting events.

<http://www.bbc.co.uk/safety/resources/aztopics/event-planning-management.html> – BBC article looking at event planning with a health and safety theme.

<http://www.bbc.co.uk/sport/0/30326825> – Excellent article looking at the scale of the different sporting events and which can be classed as truly global.

<http://learninglegacy.independent.gov.uk/> – Excellent website looking at the legacy of the London 2012 Olympics.

<https://www.sheffield.ac.uk/eventsteam/organisinganevent> – Includes templates useful for organising an event.

<http://www.theguardian.com/voluntary-sector-network-zurich-partner-zone/organising-events-top-tips> – Guardian article with 'top tips' for organising an event.

*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 tutor's bookmark useful websites and consider enabling learnersto access them through the school/college int*