



Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry

Delivery guidance

Approaching the unit

In this unit, learners will develop their understanding of the management and coordination of diverse events, conferences and exhibitions, which may be local, national or international. The unit will help learners to gain an insight into the processes involved in running different types of events, conferences or exhibitions and to consider legal aspects, logistics and sub-contracting.

Learners will develop essential transferable skills that employers look for by developing their research, problem-solving and communication skills. You are likely to use a broad range of different teaching, learning and delivery methods in this unit, such as the following.

- Trips and visits – where possible, one of the most effective ways of developing learners' knowledge and understanding of the industry is to visit different types of events, conferences and exhibitions. These could be small, local events or large, national exhibitions – e.g. the World Trade Market; many events offer free entry to learners and educational groups on specific days.
- Case studies – illustrating the impacts, both positive and negative, of different types of event in areas where events take place, often called the 'host area'.
- Individual or group presentations – exploring a range of different events and conferences and the logistics required to make them a success.
- Employer engagement – visits from industry experts such as conference co-ordinators to share their approach to event organisation, logistics, finance and legal considerations. Experts may also be prepared to share examples of planning materials, promotional literature and booking forms. Experts may act as 'clients' for learners to develop their proposals to meet their needs.
- Work experience – learners may be able to undertake work placements at hotels, attractions and leisure venues that host small-scale or large-scale events and conferences. Learners could share their experiences with other learners.
- Discussions – class and small group discussions on different events that learners have experienced and emerging trends for different customer types.

You are reminded 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.

Delivering the learning aims

Learning aim A

For learning aim A, learners need to explore the range and scale of different events, conferences and exhibitions in the travel and tourism industry. You could explore learners' initial understanding of the diverse scope of these through a spontaneous group discussion to produce some ideas. You can then introduce learners to different categories of event, to help them gain an understanding of the scale of each category – for example, local, national and international. Lead a discussion on the factors that may affect the popularity and success of different events, covering both internal and external factors. Use different examples to illustrate the impact of different factors where possible, ideally using relevant and current examples.

Then you can introduce changing trends in the events, conference and exhibition industry. You may wish to explore trends in relation to specific factors, for example, the increased desire for unusual and unique venues to make events more memorable and popular. Again, make use of a wide range of practical examples to illustrate each trend.

Finally, learners will need to have a developed understanding of the potential impacts of different events, conferences and exhibitions on the area where the event is held. Impacts are not always positive, and learners should be introduced to a variety of both positive and negative impacts – for example, environmental, economic, social and cultural. It will be useful to again refer to different case studies to gain a deeper insight into the wide range of potential impacts each event, conference and exhibition has had, including the scale and extent of these impacts on the immediate and wider host area.

Learning aim B

For learning aim B, learners will need opportunities to investigate the different planning skills, methods and processes required at each stage of organising a successful event, conference or exhibition. They should be introduced to the different aims and objectives of different events, exploring different target audiences. They could draw on their knowledge of market segmentation from *Unit 3: Marketing Travel and Tourism to Domestic and International Customers*. Learners should consider the resource, finance, contracting and logistical requirements of different types of event and at different stages of the event, for example, key considerations before, during and after.

If learners have had the opportunity to attend different events, they should be able to develop their understanding of delegate needs, for example, for accommodation, transport and activities. You could ask learners to complete some primary research, where appropriate, to explore delegates' diverse needs and backgrounds and the use of different sub-contractors. Where possible, you could share examples of sub-contractor contracts and service-level agreements.

Learners could also observe how event organisers collect immediate feedback from delegates to inform their evaluations and improvements, as well as other tasks required at the 'close-down' stages if possible as delegates leave the event.

Learning aim C

For learning aim C, learners need to produce a proposal to meet client needs and requirements. You should introduce learners to the main components of a detailed event proposal, for example, resources, costings and timescales. You could introduce different event planning and management tools, for example, Gantt charts or software programmes and mobile applications (see the Resources section) that can help to plan and monitor key tasks and duties at each stage of the event or exhibition.



You should prepare a client brief to include specific aims, objectives, budget and timescales for learners to work to. This could be in conjunction with a local employer or event co-ordinator. The brief should allow learners to research specific costs associated with the planning of their event, conference or exhibition, for example, insurance, staffing and venue hire. Learners will need to use feedback when reviewing the effectiveness of their proposal, making recommendations for potential improvements. You could explore a range of different and realistic feedback methods to help facilitate this.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry	A1 Events, conferences and exhibitions A2 Factors affecting the success of an event, conference or exhibition A3 Changing trends in events, conferences and exhibitions A4 The potential impact of events, conferences and exhibitions on the host area	A report that investigates the range of events, conferences and exhibitions that individuals working in the travel and tourism industry are involved with, current trends, the factors that help make an event successful and their wider potential impact on host areas.
B Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition	B1 Preparing for a local, national or international event, conference or exhibition B2 Supporting the delegates B3 Tasks to be carried out after the event, conference or exhibition B4 Subcontracting	A slideshow presentation with speaker notes that detail the stages (pre, during and post), skills, methods and processes required to plan and manage an event, conference or exhibition on a local, national or international scale.
C Develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements	C1 Proposal for an event, conference or exhibition C2 Event planning and delegate management tools C3 Meeting client requirements C4 Efficient financial costings C5 Obtaining feedback C6 Reviewing the proposal, including financial costings	A detailed proposal and financial costing for a local, national or international event, conference or exhibition to meet client requirements, together with recommendations for potential improvements.



Assessment guidance

This unit is internally assessed through three assignments. All learners must independently generate individual evidence that can be authenticated.

The first assignment covers learning aim A and consists of a report that investigates the range of events, conferences and exhibitions that individuals working in the travel and tourism industry are involved with, current trends and the factors that make an event successful and their wider impact on host areas. In order to achieve the assessment and grading criteria, learners will need to select and research one event, one conference and one exhibition. In selecting their event, conference and exhibition, learners must cover, in total, one example of an international, one national and one local event, conference or exhibition. You should ensure that the examples selected by learners provide sufficient scope to enable them to fully complete the assessments.

The second assignment covers learning aim B. Learners will need to create and deliver a slideshow presentation, with speaker notes, that details the stages (pre, during and post), skills, methods and processes required to plan and manage one event, one conference and one exhibition. In selecting their event, conference and exhibition, learners must cover, in total, one example of an international item, one example of a national item and one example of a local item.

The third assignment covers learning aim C. Learners must produce a detailed proposal, including financial costing, for a local, national or international event, conference or exhibition that meets client requirements. Learners will receive feedback on their proposal from at least two other people, which they need to use to inform the review of their proposal.

Getting started

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

Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry

Introduction

The vast majority of learners are likely to have first-hand experience of some travel and tourism related events. These could be entertainment events such as music festivals, concerts, plays, or a range of celebration events. You could start the unit by asking learners to share their event experiences and begin to explore the range, scale and diversity of this exciting industry.

Learning aim A: Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry

- Once they have shared their own event experiences, ask learners to make a list of all the events, conferences and exhibitions they can think of and begin to categorise these – for example, sporting events, local events, international events, annual exhibitions and conferences. Learners could then work in teams to carry out further research on one category, providing a broad range of specific examples, detailing where they are held and who they appeal to. At this level, learners should be encouraged to explore secondary research on their chosen examples, investigating any statistics where relevant and what the data show. For example, the ‘Wish You Were Here’ report (see Resources) explores music tourism’s contribution to the UK economy; most organisers will release data on their websites following an event. Learners could create a small presentation to show to their peers to develop the group’s understanding of the scale of the events, conference and exhibition industry.
- Learners could be encouraged to explore the size and influence of high-profile events in their local area or region, depending on the nature of the local area as an event destination. Where possible, they could visit their local tourist information centre or contact a local authority responsible for economic development and/or tourism. They could Skype or FaceTime tourism professionals to establish the value of high-profile events. From there, they should begin to explore the factors affecting event success and the impacts of previous events on the local host area, both positive and negative.
- Give guidance on the range of internal and external factors that can influence the success of an event, conference or exhibition. This could be through a whole class presentation or a tutor-led discussion. You could use a range of case studies to allow learners to apply their developing understanding to specific events. For example, learners could explore the factors that influenced the success of the Rio 2016 Olympic Games or the Queen’s Diamond Jubilee in London, supported by a range of journal articles and impact studies available online. News stories of cancelled events can help learners to identify common factors that have a significant impact on their success, such as health and safety concerns, illness, and infrastructure issues.
- When exploring changing trends, learners could be encouraged to carry out their own primary research, either online or in person – for example, at conference, exhibition or event venues with permission from the organisers. They could explore what conference and event organisers would look for when choosing a venue or location or what participants would need to convince them to make a booking, such as security, convenient transport links or availability of suitable accommodation.
- Industry and consumer reports are often a good starting point when looking at the wider trends in the travel and tourism sector. Learners could be encouraged to explore industry magazines from key trade bodies, such as in the UK Conference and Incentive Travel (C&IT), or the International Congress and Conventions Association (ICCA) to research new features and changing consumer tastes.
- Learners could look into a range of large, complex events or conferences to explore the impacts they have on the host area. For example, the well-known and extremely popular music festival in the UK at Glastonbury. This event creates a range of impacts, both positive and negative, on a large area surrounding the immediate festival site. The Rio 2016 Olympic Games and the Queen’s Diamond Jubilee have been widely investigated and reported. There is a range of useful information available online for learners to research and analyse.



Learning aim B: Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition

- A visit to a large travel trade show or conference (e.g. the World Travel Market) is a good way to expose learners to a large event that attracts thousands of people. Learners could also speak with exhibitors, delegates and contractors to identify key success factors for different stakeholders. Learners could use the list of travel and tourism events on the world tourism exhibitions website, released annually, to see if any major events are going to be held nearby.
- Ask learners to work in small teams to explore different event considerations, such as resources, finance, contracting and logistics. Each team should be able to identify a list of key considerations that would influence the success of most events, conferences and exhibitions. They could complete an online document/wiki to share and record their findings.
- Learners should be able to identify a list of external companies that can be used by event organisers as sub-contractors to meet accommodation, catering, marketing, entertainment and merchandising needs. Ask learners to research different sub-contractors used by many high-profile events, followed by a discussion on the benefits of using contractors and the terms and conditions likely to be found in contracts and service-level agreements.
- Learners could use their own experiences of events to discuss travel and transport options for individuals and groups.
- Learners could respond to enquiries to advise delegates regarding options for activities and local attractions near specific venues.
- Learners could be provided with a range of scenarios involving unforeseen issues that could affect delegates, for example, adverse weather, strikes, cancellation by key speakers, etc. and discuss what support might need to be given to delegates.
- Learners could devise methods for collecting feedback to evaluate and review the success of a specific event, conference or exhibition. They should explore both traditional and contemporary methods, such as apps and video feedback.
- Where possible, it would be very useful for learners to observe the setup and close-down stages of a local event so that they can investigate all the different tasks to be completed by the planning and logistics team. This will help to inform their own event planning required for learning aim C.

Learning aim C: Develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements

- You could start by leading discussions on what a detailed event proposal would include. Make a list of different components and sections and explain the importance of each. Working in smaller teams, learners could explore in more detail examples from existing event plans and proposals for a specific section – for example, timescales, financial costings or contracting.
- You could devise a range of costing exercises to test learners' ability to choose options that meet a client's budget requirements. This could lead to discussions about quantity and quality and expectations of sponsors, sub-contractors and delegates.
- Introduce learners to different event planning and delegate management tools, from traditional methods to more modern ones that utilise technology and social media. Learners could be encouraged to experiment with and critique different methods to inform their own choices for developing their proposal. Learners could be asked to share one high-quality example of a useful tool on a discussion board or forum, such as your virtual learning environment (VLE) or virtual noticeboards, such as Padlet (search online for 'padlet.com').
- You will need to give learners a range of client requirements so that they can prepare their proposal to meet specific needs. You could devise a range of different client profiles to encourage learners to work on different events, conferences and exhibitions. You could enlist the support of a local events organiser to add an element of realism and externality to the scenario and requirements. The brief should include specific details such as an agreed budget, specific aims and objectives, timescales and

success criteria. You will need to ensure that the brief is appropriate in terms of scale and budget so it is accessible for your learners.

- Learners will need to obtain feedback on their proposals from different groups and organisations. This could include industry experts, peers and yourself. Learners should be well prepared to use this feedback and their own thoughts and opinions to make justified recommendations for potential improvements and refinements.



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

This unit links to:

- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 7: Sustainable Tourism
- Unit 9: Visitor Attractions
- Unit 10: Global and Domestic Passenger Transport

Resources

There are no special resources required for this unit but your learners will benefit from access to Travel and Tourism support websites. In addition to the resources listed below, publishers are likely to produce Pearson endorsed textbooks that support this unit of the BTEC International Level 3 Qualifications in Travel and Tourism. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) 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.

Raj, R, Walters, P and Rashid, T – *Events Management: Principles and Practice*, 3rd Edition (SAGE, 2017) ISBN 9781473948280. An introductory text for learners on all aspects of event planning, including finance, law, preparation and operation.

Shone, A and Parry, B – *Successful Event Management: A Practical Handbook*, 4th Edition (Cengage Learning, 2013) ISBN 9781408066638.

A comprehensive guide on all aspects of planning successful events, including set-up, during the event and close-down.

Websites

- Arts & Humanities Research Council – search for ‘The impact of British music festivals – from Glastonbury to Glastonbury’ – a report on the impact of British music festivals
- Search the World Tourism Exhibitions website for list of events by country or year
- International Congress and Convention Association – global meetings network for organisers – search for trends, news and event details
- Business Visits & Events Partnership – represents leading trade and professional organisations, government agencies and other significant stakeholders in the business visits and events sector; its website includes links to a wide range of key events, conference and exhibition organisers and partners
- Conference & Incentive Travel (C&IT) – a leading UK brand for the meetings, conference and event industry; its website includes useful industry reports and statistics including the State of the Industry Report and future forecasts
- Eventbrite – the world’s largest self-service ticketing platform; its website includes comprehensive information on event planning and management including a free event plan template and apps (e.g. *The 15 Best New Apps for Event Planners*)
- Padlet – a ‘productivity’ website and app
- Trello and ProofHub – free online project management software that can be used to organise, prioritise and collaborate
- UK Music – search for ‘Music tourism wish you were here 2016’; the ‘Wish You Were Here’ campaign explores the value of music tourism to the UK economy – the website also includes useful statistics from different events around the UK

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.