

# **Pearson BTEC Level 2 Award in Event Planning**

## **Specification**

Pearson BTEC Specialist qualification

First teaching August 2014

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](http://qualifications.pearson.com)

This specification is Issue 2. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

The qualification was previously known as  
Pearson BTEC Level 2 Award in Event Planning (QCF)  
The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 9781446941829

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## Summary of Pearson BTEC Level 2 Award in Event Planning specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).

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# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing Pearson BTEC Specialist qualifications</b>	<b>3</b>
<b>2 Qualification summary and key information</b>	<b>4</b>
Qualification number and qualification title	5
Objective of the qualification	5
Relationship with previous qualifications	5
Progression opportunities through Pearson qualifications	5
Industry support and recognition	5
Relationship with National Occupational Standards	5
<b>3 Qualification structure</b>	<b>6</b>
Pearson BTEC Level 2 Award in Event Planning	6
<b>4 Assessment</b>	<b>7</b>
<b>5 Recognising prior learning and achievement</b>	<b>8</b>
Recognition of Prior Learning	8
<b>6 Centre resource requirements</b>	<b>9</b>
<b>7 Centre recognition and approval</b>	<b>10</b>
Approvals agreement	10
<b>8 Quality assurance of centres</b>	<b>11</b>
<b>9 Programme delivery</b>	<b>12</b>
<b>10 Access and recruitment</b>	<b>13</b>
<b>11 Access to qualifications for learners with disabilities or specific needs</b>	<b>14</b>
<b>12 Units</b>	<b>15</b>
Unit title	15
Unit reference number	15
Level	15
Credit value	15
Guided learning hours	15
Unit aim	15
Essential resources	15
Learning outcomes	15

Assessment criteria	16
Unit amplification	16
Information for tutors	16
Unit 1: Planning an Event	17
Unit 2: Event Review and Evaluation	27
<b>13 Further information and useful publications</b>	<b>36</b>
<b>14 Professional development and training</b>	<b>37</b>
<b>Annexe A</b>	<b>38</b>
Mapping with National Occupational Standards	38

# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.





# 1 Introducing Pearson BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Event Planning
Qualification Number (QN)	601/1146/X
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	50
Guided learning hours	43
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i> ).

## Qualification number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualification

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The Pearson BTEC Level 2 Award in Event Planning is for learners who work in, or want to work in, any job role that may involve organising an event.

It gives learners the opportunity to:

- develop knowledge related to the nature of the event industry and knowledge required to plan a small-scale event
- develop skills in planning a successful event
- learn about how to organise an event
- achieve a nationally-recognised Level 2 qualification
- develop personal growth and engagement in learning.

## Relationship with previous qualifications

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This qualification is a replacement for the EDI Level 2 Award in Event Planning.

## Progression opportunities through Pearson qualifications

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Learners who have achieved the Pearson BTEC Level 2 Award in Event Planning, can progress to the Pearson BTEC Level 3 Certificate in the Principles of Event Management and/or the Pearson Edexcel Level 3 NVQ Diploma in Event Management.

## Industry support and recognition

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This qualification is supported by People 1st, the SSC for hospitality, passenger transport, travel and tourism in the UK.

## Relationship with National Occupational Standards

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This qualification relates to the National Occupational Standards in Events Management and Temporary Structures. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

### 3 Qualification structure

#### Pearson BTEC Level 2 Award in Event Planning

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	5
Number of mandatory units that must be achieved	2

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/602/2454	Planning an Event	2	3	25
2	R/602/2419	Event Review and Evaluation	2	2	18

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, [qualifications.pearson.com](http://qualifications.pearson.com).

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see Section 10 Access and recruitment and Section 11 Access to qualifications for learners with disabilities or specific needs. For full details on the Equality Act 2010, please go to: [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at [qualifications.pearson.com](http://qualifications.pearson.com)

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.



## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [qualifications.pearson.com](http://qualifications.pearson.com)

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

### Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Planning an Event**

**Unit reference number: Y/602/2454**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 25**

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## **Unit aim**

The aim of this unit is for learners to examine the events industry, the types of events organised by its main sectors and the role of the event planner/coordinator. Learners will produce a plan for an event, considering all the aspects essential to the event's success and contingencies. They will look at the importance of health, safety and security at events and how risk assessment can be used to reduce risks.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the events industry	1.1	Outline the main sectors for event planning. Include: <ul style="list-style-type: none"> <li>□ sport</li> <li>□ corporate</li> <li>□ leisure</li> </ul>	<ul style="list-style-type: none"> <li>□ Main sectors in the event industry</li> <li>□ Sport events: which include local events at a single site, national events across several sites; small-scale events, competitions, matches, races, displays, international events, professional events, amateur events</li> <li>□ Corporate events: which include conferences, product launches and promotions, meetings, entertaining, fundraising</li> <li>□ Leisure events: which include weddings, celebrations, reunions, art exhibitions, music concerts and festivals, antiques fairs, charity fund raising, street parties, fireworks displays, sound and light displays, motor festivals</li> </ul>
		1.2	Provide an example of an event which falls within each sector	<ul style="list-style-type: none"> <li>□ Sport events: the range of sports events, at national, regional and local level e.g. football final, a marathon, Olympic Games, Cricket or Rugby Test Match, horse race, motorsport competition, boat race</li> <li>□ Corporate: political party conferences, a professional association national or regional conference such as local government association or Mayor's conference; product launches for a range of items such as a new car launch, a restaurant's new product, new mobile phone; professional association meetings, e.g. International Professional Development Association; entertaining and hospitality, e.g. using stadiums, theatres, racetracks</li> <li>□ Leisure events; which range from small private events such as weddings or reunions to large public events e.g. music events such as a concert at an arena or a concert hall, a music festival, fireworks displays; classic car meeting</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
2	Understand the role of the Event Planner/Coordinator	2.1	Explain the duties and responsibilities of an Event Planner/Coordinator	<ul style="list-style-type: none"> <li>□ Key role and responsibilities of the Event Planner or Coordinator including preparing the event operational plan, event contingency plan, setting the event objectives, identifying and obtaining the information needed to prepare the plans</li> <li>□ Liaising with a range of people; event commissioning agents/sponsors, performers, facility owners/managers, contractors, suppliers, security officials, emergency services, licensing authority officers</li> <li>□ Ensuring health, safety and security at the event</li> <li>□ Providing information to participants</li> <li>□ Delegating responsibilities</li> <li>□ Overseeing the running of the event</li> <li>□ Dealing with problems</li> <li>□ Evaluating the success of the event</li> </ul>
		2.2	Outline the skills required of an Event Planner/Coordinator	<ul style="list-style-type: none"> <li>□ Skills required to be an Event Planner or Coordinator; project management, time management, multi-tasking, team working, planning and organisation, marketing and promotion, communications, problem solving, budget management, working to deadlines, attention to detail</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Produce a plan for an event of their choice	3.1	Produce a plan for a selected event. Include: <ul style="list-style-type: none"> <li>□ purpose and type of the event</li> <li>□ event partners</li> <li>□ budget overview</li> <li>□ performers and/or participants</li> <li>□ appropriate timelines</li> <li>□ physical and human resources required</li> <li>□ target audience</li> <li>□ promotional activities</li> </ul>	<ul style="list-style-type: none"> <li>□ Planning an event by gathering information</li> <li>□ Purpose and type of event; objectives to achieve, product promotion, sport, charity fund raising, type of venue, i.e. whether it is purpose built or not, open air or not, the date, time and duration of the event</li> <li>□ Potential attendance; guests, customers, delegates, audience or spectators, anticipated based on venue capacity, based on similar events, projected on advance sales</li> <li>□ Performers and/or participants, event sponsors and partners; organisers, helpers, corporate sponsors, local authorities, professional bodies, manufacturers, guest speakers, someone to open the event, entertainers officials e.g. registrar or clergy for weddings</li> <li>□ Physical and human resources required; staffing, security, access, transport, hospitality and catering , contractor and/or sub-contractors, cleaning, equipment to be used, health and safety requirements, ticketing, location, accommodation, parking, signage</li> <li>□ Promotion and sales activities; merchandise, advertising, media coverage, invitations</li> <li>□ Budget allocated for the event; how the event will be funded, the importance of setting out spending limits for each aspect of the event, the costs of the event, projected income from ticket sales, merchandising, donations, sponsorship</li> <li>□ Timelines; deadline dates for the different stages of the planned event, duration of the event</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to plan for unexpected situations	4.1	Explain the need for a contingency plan	<ul style="list-style-type: none"> <li>□ Planning for unexpected situations; why a plan is needed to deal with unexpected situations or contingencies; to meet legal requirements, so that safety and security are maintained, so that problems are anticipated and dealt with calmly and systematically, so that the event can continue despite unexpected situations</li> </ul>
		4.2	Produce a contingency plan covering two unexpected situations at the selected event. Include: <ul style="list-style-type: none"> <li>□ one incident that can be managed by personnel working at the event</li> <li>□ one incident that requires outside assistance from the emergency services</li> </ul>	<ul style="list-style-type: none"> <li>□ Types of unexpected situations which might arise at an event e.g. fire, floods, adverse weather, accidents, illness, security incidents and alerts, structural failure, crowd surge, crowd collapse, crowd disorder, over stretched capacity, power failure, equipment malfunction, transport failure or delays impacting on entry and egress, unavailable participants or performers</li> <li>□ How contingency plans may vary depending on venue, type of event, audience or participants</li> <li>□ How to identify which situations can be dealt with by event staff and which require the assistance of emergency services so that this can be included in the contingency plan e.g. incidents that can be managed by personnel working at the event may include breach of security or unauthorised entry to the event or a restricted area, illness or minor injury to a member of the public, lighting failure on stage or in facilities areas, incidents that require assistance from emergency services may include crowd surge or collapse causing injuries and/or fatalities, fire, flooding, bomb threat, power failure or danger from overhead cabling</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Understand the importance of security measures and Health and Safety at events	5.1	Explain the importance of including security measures when planning the selected event	<ul style="list-style-type: none"> <li>□ Importance of including security measures when planning the selected event</li> <li>□ To protect premises, equipment, cash and valuable items, staff, participants and guests</li> <li>□ To meet contractual requirements and liabilities, to meet legal requirements</li> <li>□ Security measures include control of entry and egress, ensuring prohibited items are not brought into the event, monitoring the crowd for disturbances or unsafe behaviour, controlling access to restricted areas, ensuring safety of performers and VIPs, maintaining security of equipment and facilities</li> <li>□ Monitoring security via CCTV, patrolling areas, use of observation stations, by radio contact</li> </ul>
		5.2	Explain the importance of incorporating Health and Safety requirements in the event planning process	<ul style="list-style-type: none"> <li>□ Importance of including health and safety measures in the event planning process</li> <li>□ To meet legal requirements</li> <li>□ To protect the health of everyone involved in the event</li> <li>□ To protect the safety of everyone involved in the event</li> <li>□ To ensure event staff are properly prepared for unexpected situations and contingencies</li> <li>□ To agree appropriate health and safety procedures in advance with emergency services</li> <li>□ To comply with insurance requirements</li> <li>□ To be able to overcome any health and safety issues that arise and enable the event to continue</li> <li>□ What can happen if health and safety measures are not properly planned</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Provide two examples of Health and Safety requirements for the selected event	Health and safety requirements include: <ul style="list-style-type: none"> <li>□ risk assessments</li> <li>□ site safety procedures including unauthorised items and persons</li> <li>□ personal protective equipment to be used</li> <li>□ specific safety precautions that must be followed for certain equipment and effects e.g. laser lights, dry ice emergency procedures</li> <li>□ first aid provision</li> <li>□ provision of health and safety training</li> <li>□ signage for exit and final exit points</li> <li>□ emergency evacuation routes</li> <li>□ emergency lighting</li> <li>□ procedures for using security equipment, e.g. radios</li> </ul>
	5.4	Describe how to carry out a risk assessment for an activity at the selected event	<ul style="list-style-type: none"> <li>□ Risk assessment for events</li> <li>□ The legal requirement to complete risk assessments</li> <li>□ The five steps of risk assessment</li> <li>□ How to carry out risk assessments for an event, what they entail, what they should include, how to record them</li> <li>□ How different events present different risks</li> <li>□ The consequences of not undertaking risk assessments, the link between risk assessment and the event operational plan and event contingency plan</li> </ul>

## Information for tutors

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### Delivery

This unit should be delivered so that it develops knowledge and understanding of the practical aspects of planning different types of events.

Learners need to know and understand:

- the importance of careful planning and preparation for an event
- the range of issues which impact on event planning in the main event sectors
- the different items which must be included in the event plan
- the importance of health, safety and security when planning and implementing any event
- how to monitor health, safety and security issues at a range of events
- the controls that need to be in place to manage health, safety and security
- the range of contingencies that must be planned for
- how different contingencies need to be considered for different types of events
- the various legal and other requirements that must be taken into account during the planning stage

A starting point could be for learners to select two different types of events from different sectors, for example music, leisure, sports, corporate, small-scale indoor, small-scale outdoor. Learners should identify the key features of the two events that need to be included in an operational plan. Individuals could present these key features to colleagues and then use them as a platform for further discussion in smaller groups on how to prioritise, allocate resources and set timescales. Issues such as security, venue, facilities, transport, hospitality, safety and the environment should be covered. Tutors can take feedback on a flipchart or board and then share the findings of individual groups.

Groups of learners could then be asked to identify the potential hazards or issues that a typical event might present e.g. a sports competition held at the local arena, a marathon/half-marathon taking place in their locality, a music concert held at their local stadium/theatre. Tutors can take feedback on a flipchart or board and then share the findings of individual groups.

Learners should be encouraged to look at incidents and emergencies that have occurred at events. They can look at video footage of events and presentations from event professionals who have dealt with health, safety or security issues. A useful exercise might be for learners to draw up a method statement for the event discussed and suggest how this could have prevented incidents and emergencies.

Assignments and case studies could include using the internet to identify events that have had health, safety or security issues, for example severe weather, security threats or breaches, crowd incidents, emergencies. The summary of this research could be presented and can include an evaluation of the key health, safety or security factors that should be taken into consideration to avoid such issues in future.

Knowledge of risk assessment gained through active involvement rather than in a purely theoretical context, is key. Wherever possible, learners should be given the opportunity to work with or shadow event-management professionals, which could be in a voluntary role.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment should be planned to ensure efficient and effective gathering of evidence, through holistic tasks and activities. For example, an assignment or project to research an event opportunity, plan the event and evaluate it would provide a coherent task that would cover several units. Tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the assessment criteria. Centres are encouraged to emphasise the practical application of knowledge and understanding in a work-related setting.

The main source of evidence for this unit is likely to be product evidence, for example records of risk assessments, event-planning meetings, security briefings, emails and memos confirming safety requirements, site safety discussions, reports etc. If this kind of evidence is not available, then tutors should consider setting an assignment or case study based on a real event; either an event that has already taken place or one that is due to be held in the near future. Learners should then complete documentation relating to health, safety and security assessment and control for the case study event.

If the learner is in an employment situation or on a work placement, it should be possible to observe them undertaking risk assessments for an event. They could also be observed discussing health, safety and security issues with colleagues, emergency services officers and local authority officers. Assessors may be able to observe the learner at an event, monitoring health, safety and security.

Witness testimony from colleagues, suppliers, contractors, officials, managers, customers and visitors could be obtained verbally to confirm the learner's understanding of the event coordinator's responsibilities for ensuring health, safety and security at events.

Additional evidence of knowledge and understanding can be gathered through professional discussion. Learners should be encouraged to bring evidence of their performance to the discussion, so that it can be referred to for validation.

Simulations, including role play e.g. de-briefing after an incident or issue at an event, should be as realistic as possible and should be discussed with the Standards Verifier to ensure that these are valid, fair and reliable as a source of evidence.

## Suggested resources

### Texts

Bowdin G A J – *Events management* (Routledge, 2011) ISBN 10: 1856178188, ISBN 13: 9781856178181

Capell L – *Event Management for Dummies* (J Wiley & Sons, 2013) ISBN: 978-1-118-59112-3

Gaur S S – *Event Marketing and Management* (Vikas Publishing House, 2009) ISBN 10: 8125914498, ISBN 13: 9788125914495

Goldblatt J J – *Special Events Best Practices in Modern Event Management* (Van Nostrand Reinhold 1997) ISBN 10: 0471287458, ISBN 13: 978-0471287452

*HSE Event Safety Guide* ISBN 978 0 7176 2453 9

*HSE Fairgrounds and amusement parks: Guidance on safe practice* (HSG175) ISBN 9780717662494

*HSE Guide to fire precautions in existing places of entertainment and like premises* ISBN 978 0 11 340907 5

*HSE Guide to Risk Assessment* ISBN 978 0 7176 6440 5

*HSE HELA guidance note Disco lights and flicker sensitive epilepsy*

*HSE Managing contractors: A guide for employers* ISBN 978 0 7176 6436 8

*HSE The radiation safety of lasers used for display purposes* (HSG95) ISBN 9780717606917

O'Hara, Beard, Simpson – *Music Event and Festival Management* (Wise Publications, 2006) ISBN: 1921029730, 9781921029738

Silvers J R – *Risk Management for Meetings and Events* (A Butterworth-Heinemann 2007) ISBN 10: 0750680571, ISBN 13: 978-0750680578

Tarlow P E – *Event Risk Management and Safety* (Wiley, 2002) ISBN 10: 0471401684, ISBN 13: 978-0471401681

Watt D C – *Event Management in leisure and tourism* (Addison Wesley Longman Ltd, 1998) ISBN 10: 0-582-35706-3, ISBN 13: 978-0582357068

### Journals and/or magazines

*Event Management*

*Event Organiser*

*International Journal of Contemporary Hospitality Management*

*International Journal of Event and Festival Management*

*International Journal of Event Management Research*

*International Journal of Hospitality and Event Management*

*Journal of Hospitality, Leisure, Sport and Tourism Education*

### Websites

[www.hsdirect.co.uk/free-info/method-statement.html](http://www.hsdirect.co.uk/free-info/method-statement.html)

[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)



## **Unit 2: Event Review and Evaluation**

**Unit reference number: R/602/2419**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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### **Unit aim**

The aim of this unit is for learners to consider why events are evaluated and the benefits that evaluation can bring. Learners will examine objective setting and the sources of information that enable the evaluation of events. They will look at the evaluation tools that can be used. Learners will then produce an evaluation plan for a chosen event.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand why events are evaluated	1.1	Explain what is meant by the term evaluation	<ul style="list-style-type: none"> <li>□ What is meant by the term evaluation</li> <li>□ The process of reviewing the success of an event and identifying areas for improvement</li> <li>□ The process includes de-briefing meetings, reviews with key staff, key stakeholders, e.g. suppliers, contractors, local authority officers, emergency services</li> <li>□ Obtaining and preparing data and information in suitable formats</li> <li>□ Obtaining and collating opinions and feedback at the event, after the event, e.g. from customers, delegates, clients, staff, volunteers</li> <li>□ Using surveys, gathering online feedback, e.g. social networking sites, YouTube etc</li> <li>□ Summarising aspects of success and areas for improvement</li> <li>□ Reporting against critical success factors</li> </ul>
		1.2	Describe why it is important to evaluate an event	<ul style="list-style-type: none"> <li>□ Why it is important to evaluate an event: to improve or maintain an organisation's reputation, to ensure safety, to gain public confidence, to improve efficiency and effectiveness, to increase audience numbers, to widen audience appeal</li> <li>□ How evaluation is critical to improving future events</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Outline how the following groups would benefit from the evaluation data: <ul style="list-style-type: none"> <li>□ organisers</li> <li>□ performers and participants</li> <li>□ audience/spectators</li> <li>□ event partners</li> </ul>	Benefits of evaluation: <ul style="list-style-type: none"> <li>□ For organisers; to help plan successful events, to overcome issues with events and event venue, to assess adequacy of facilities, to consider changes to day and/or time, duration, to consider ticketing arrangements, security issues</li> <li>□ For performers and participants; to review the adequacy of audio, video and lighting, to make improvements to stage sets, to consider adequacy of facilities such as changing areas</li> <li>□ For audience/spectators; to pass on feedback in relation to facilities, access, transport arrangements, security and stewarding, merchandise</li> <li>□ For event partners; to review the impact of marketing and promotion, to consider issues for repeat events, to look at success factors</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be aware of objective setting and potential sources of information to evaluate events	2.1	Explain the importance of setting objectives for an event as a measure for evaluation	<ul style="list-style-type: none"> <li>□ The importance of setting objectives for an event as a measure for evaluation</li> <li>□ Using critical success factors to judge the event, how they aid objectivity and focus on priorities for an event, how they can be used to compare the event with similar events to evaluate success, how objective measures can be used to set targets for future events</li> </ul>
		2.2	Explain how each of the following can be a valuable source of information for evaluation purposes: <ul style="list-style-type: none"> <li>□ staff debrief</li> <li>□ customer satisfaction surveys/complaints</li> <li>□ event revenue</li> <li>□ data records e.g. spectator numbers</li> </ul>	<ul style="list-style-type: none"> <li>□ Sources of information for evaluation purposes and their value</li> <li>□ Information received; by email, phone, event de-briefings, data from suppliers, officials, direct and indirect feedback from clients and customers e.g. surveys, complaints, feedback on internet sites, video footage of the event</li> <li>□ The relative value of different information sources, i.e. how some information may be unreliable or biased, e.g. opinions influenced by personal experience and level of expertise, opinions influenced by specific incidents or aspects of an event</li> </ul>
3	Understand the tools that can be used to evaluate events	3.1	Explain the difference between formal and informal feedback	<ul style="list-style-type: none"> <li>□ The difference between formal and informal feedback</li> <li>□ The range of feedback gathered in a formal systematic way, feedback gathered in an ad hoc way, how different types of feedback differ</li> <li>□ Formal feedback, e.g. surveys, interviews, reports from event staff, emergency services</li> <li>□ Informal feedback, e.g. video footage of the event, social media sites, comments passed to event staff, observation of the event</li> </ul>

Learning outcomes		Assessment criteria	Unit amplification
		3.2 Outline how the following methods could be used to evaluate an event: <ul style="list-style-type: none"> <li>• SWOT analysis</li> <li>• questionnaires</li> <li>• interviews</li> </ul>	<ul style="list-style-type: none"> <li>□ Using different methods to evaluate an event</li> <li>□ SWOT analysis to identify strengths, weaknesses, opportunities and threats i.e. in terms of the success of an event e.g. were the critical success factors met fully or in part, how effective the event plan was, how incidents were handled, what improvements could be made to enhance a future event</li> <li>□ Questionnaires issued by hand, by post, on-line to obtain feedback from those at the event e.g. attendees, event staff, contractors and sub-contractors; how to use different questionnaires to target specific groups for specific information, how to phrase questions so as not to lead responses, how to ensure the questionnaire is the optimum length to encourage completion</li> <li>□ Interviews of attendees, staff, contractors and sub-contractors, performers to obtain immediate responses to the event, e.g. how well the event was managed, whether it fulfilled expectations, how safety and security were handled, whether facilities were satisfactory, efficiency of transport to and from the venue, ticket costs, environmental impact of the event; interviews to obtain reflected opinions; when to use the two different approaches; how to structure interviews to ensure consistency; the importance of not asking leading questions; when to use closed questions; why it is important to assure confidentiality; how to analyse responses</li> </ul>
		3.3 Describe at least 2 electronic feedback methods	<ul style="list-style-type: none"> <li>□ How to gather feedback using the internet e.g. social media analysis, online questionnaires and surveys, web site message boards</li> <li>□ Circulating data, comments and reports by email and invite responses and feedback</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Produce an event evaluation plan for an event of their choice	4.1	Produce an event evaluation plan for a selected event. Include: <ul style="list-style-type: none"> <li>□ objective setting</li> <li>□ potential sources of information</li> <li>□ appropriate tools/ methods to obtain information</li> </ul>	<ul style="list-style-type: none"> <li>□ Producing an event evaluation plan</li> <li>□ What to include in an event evaluation plan, e.g. date, type, venue, attendance, event manager, key officers, financial summary, feedback received, sales, promotion, security, hospitality, facility, emergency and support services, event staffing and volunteers</li> <li>□ Assessment against the event objectives or critical success factors for the event e.g. profit, audience numbers, sales, promotional take-up</li> <li>□ The information sources to be used to evaluate</li> <li>□ How the information and data will be used to evaluate the event, e.g. by comparing against similar events and comparing against successful events, by circulating data and/or reports and inviting comments, at de-brief meetings, at presentations to sponsors and event partners</li> </ul>

## Information for tutors

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### Delivery

This unit should be delivered so that it develops knowledge and understanding of the practical aspects of planning different types of events. Learners need to know and understand:

- the process and purpose of event evaluation
- the different benefits for those involved
- the range of information and feedback sources on an event
- how to judge the relative value of the different sources of information and feedback
- why it is important to use objective measures to evaluate an event
- what to include in an event evaluation plan

A useful opening would be small group discussions, where learners are asked to focus on different events – preferably with a range of sizes, types, venues etc. The groups should be asked to select one or more of the following – organisers, performers and participants, audience/spectators, event partners – and consider how one or more would benefit from evaluating the event. For example what they would want to know to decide whether the event was successful (from their point of view), whether they needed or wanted to make changes for future events, why some aspects of the performance worked and why some did not, how they might encourage different audiences or improve audience response. Tutors can take feedback on a flipchart or board and then share the findings of the individual groups.

Assignments or case studies could be developed to focus on events that were successful or on those that had issues – based on the parameters outlined above. Learners could draw up an initial list of potential feedback sources with specific pros and cons against each source to indicate its reliability and usefulness for evaluation. The findings could be presented via PowerPoint and include an outline evaluation plan.

Knowledge of events gained through active involvement, rather than through a purely theoretical context, is important. Wherever possible, learners should be given the opportunity to work with or shadow event-management professionals or those involved in events so that they can experience different aspects and how they contribute to the overall operation of the event. This may be in a voluntary capacity. This will give learners first-hand experience to add to their event-evaluation assignment.

### Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment should be planned so as to ensure efficient and effective gathering of evidence through holistic tasks and activities. For example, an assignment/project to research an event opportunity, plan the event and evaluate it would provide a coherent task that would cover several units.

If the learner is in an employment situation or on a work placement, it should be possible to observe them undertaking event de-briefings, thereby gaining direct evidence of their ability to evaluate effectively, how to weight the quality of the information and their ability to judge the relative importance of the information against the critical success factors for their organisation.

If the learner is in work placement or in a voluntary role relating to event operations, the predominant source of evidence is likely to be product evidence, for example records of sales, ticketing, hospitality data received, security briefings, feedback collated, minutes from event briefings, emails to suppliers, contractors, officials etc relating to an event, evaluation reports from different events.

Witness testimony from colleagues, suppliers, contractors, officials and managers could be obtained verbally to validate the thoroughness and accuracy of the learner's judgement when evaluating events.

Additional evidence of knowledge and understanding can be gathered through professional discussion with the learner. Learners should be encouraged to bring any actual performance evidence to the discussion, so that it can be referred to as validation.

Simulations, including role play, for example planning for or de-briefing an event, should be as realistic as possible and should be discussed with the Standards Verifier to ensure that they are valid, fair and reliable as a source of evidence. The simulation should be assessed through observation to provide evidence.

## Suggested resources

### Textbooks

Bowdin G A J et al – *Events Management* (Routledge, 2011) ISBN 10: 1856178188, ISBN 13: 9781856178181

Capell L – *Event Management For Dummies* (J Wiley & Sons, 2013) ISBN: 978-1-118-59112-3

Gaur S S – *Event Marketing and Management* (Vikas Publishing House, 2009) ISBN 10: 8125914498, ISBN 13: 9788125914495

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Watt D C – *Event Management in Leisure and Tourism* (Addison Wesley Longman Ltd, 1998) ISBN 10: 0-582-35706-3, ISBN 13: 978-0582357068

### Journals and/or magazines

*Event Management*

*Event Organiser*

*International Journal of Contemporary Hospitality Management*

*International Journal of Event and Festival Management*

*International Journal of Event Management Research*

*International Journal of Hospitality and Event Management*

*Journal of Hospitality, Leisure, Sport and Tourism Education*



## **Websites**

[www.aftertheevent.substance.coop/files/Evaluating%20Events.pdf](http://www.aftertheevent.substance.coop/files/Evaluating%20Events.pdf)

[www.amherst.edu/aboutamherst/news/public\\_affairs/events\\_planning/checklists/node/147099](http://www.amherst.edu/aboutamherst/news/public_affairs/events_planning/checklists/node/147099)

[www.amiando.com/event-planner-event-checklist.html](http://www.amiando.com/event-planner-event-checklist.html)

[www.businessballs.com](http://www.businessballs.com)

[www.eventeducation.com/event-evaluation.php](http://www.eventeducation.com/event-evaluation.php)

[www.librarysupport.net/librarylovers/eventtips.html](http://www.librarysupport.net/librarylovers/eventtips.html)

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to Pearson BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com). You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

# Annexe A

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## Mapping with National Occupational Standards

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The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in event planning against the underpinning knowledge of the National Occupational Standards in Events Management and Temporary Structures. Centres can use this mapping when planning holistic delivery and assessment activities.

### KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

Pearson BTEC Specialist units		Unit 1	Unit 2
NOS			
PPLEMTSD10	Manage the running of an event	#	
PPLEMTSD12	Evaluate and report on the success of an event		#

**August 2017**

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