OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**
BUSINESS ADMINISTRATION

Cambridge
TECHNICALS
2016

Unit 7

Support the organisation of an event

J/617/0728

Guided learning hours: 60

Version 1 September 2018

LEVEL 2

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Guided learning hours: 60

Essential resources required for this unit: Internet-enabled computers

Assessment: This unit is internally assessed by the centre and externally moderated by OCR.

UNIT AIM

Most organisations need to run an event from time to time and so supporting the organisation of an event is an undertaking that many people working within business administration will encounter. Supporting the organisation of a business event usually involves working as part of a team of people who are both internal and external to the organisation. The team is responsible for ensuring that the business event runs smoothly and successfully.

In this practical unit you will work as a member of a team to organise an event. You will be responsible for a specific aspect of the event organisation and the work that you produce will illustrate the role that you played as part of the event organising team.

You will learn how to prepare effectively for your event including identifying and sourcing the resources required. You will need to understand different organisational structures and their departments, in order to communicate appropriately and effectively with relevant parties such as suppliers, delegates, external customers and internal colleagues and be able to keep your team informed of your progress. In addition, you will be able to plan to prevent problems for the business event occurring and finally, complete a review of your own performance as part of the event team.

This unit acts as the synoptic unit within the Level 2 Technical Diploma in Business Administration and provides the opportunity for you to draw on your skills, knowledge and understanding developed throughout this qualification.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes The Learner will:	Teaching content Learners must be taught:

1. Be able to identify resources needed to support the organisation of a business event	1.1 Resources required to support the organisation of an event i.e.
	• human resources (HR)/personnel required i.e.
	  o support staff (e.g. to support general pre-event preparations, additional support needed to run the event on the day)
	  o events team
	  o internal functional/specialist support (e.g. marketing, IT, finance colleagues to offer specialist advice relating to the organisation of the event)
	  o speakers, trainers
	  o external suppliers (e.g. catering, transport, reprographics)
	• physical resources i.e.
	  o venue/room
	  o tables
	  o chairs
	  o display screens
	  o IT (e.g. internet/wi-fi access, hardware, software)
	  o sound
	  o lighting
	  o assistive technologies
	  o waste management
	• consumables i.e.
	  o delegate information (e.g. programmes, evaluation forms, pens, notepaper)
	  o refreshments/catering
	  o tablecloths
	  o water and glasses for the speaker/trainer and delegate tables
	  o venue/room decoration (e.g. flowers, bunting, balloons)
	1.2 Constraints that may affect the choice and availability of resources e.g.
	• delegate requirements (e.g. access, dietary)
	• delegate numbers (e.g. venue capacity)
	• financial budgets
	• timescales and deadlines
	• availability (e.g. seasonal, minimum order requirement)
	• organisational policies and procedures

Learning outcomes The Learner will:	Teaching content Learners must be taught:

2. Be able to source event resources	2.1 How to find appropriate suppliers of resources and event materials i.e.
	• types of suppliers i.e.
	   o internal teams (e.g. catering, design work, copying/printing)
	   o external suppliers (e.g. graphic designers, venue contacts, retailers (e.g. online, traditional))
	   o specialist equipment suppliers (e.g. P.A. systems, lighting, DJ)
	   o caterers
	• types of sources i.e.
	   o internal production (e.g. internal design and print, photocopying, items left over from past events)
	   o business contracts (e.g. those suppliers with which the organisation has contracts or agreements)
	   o recommendation (e.g. colleagues who have organised events in the past, venue contacts, online ratings from social media)
	   o external marketing sources (e.g. the Internet, social media sites, directories (e.g. telephone, business))
	   o advertisements
	
	2.2 Objectives when selecting and working with suppliers of resources for an event i.e.
	• reliability
	• value for money
	• quality
	• customer service (e.g. easy to work with)
	
	2.3 Event materials that may need to be provided i.e.
	• invitations
	• publicity materials (e.g. dedicated website, page on organisation's website, leaflets/flyers, emails, social media platforms)
	• response forms to collate key information (e.g. delegate name, special dietary needs, adaptations that are required)
	• pre-event joining instructions
	• signing-in sheets for use when registering delegates
	• name badges or cards
	• programmes/agendas
	• conference materials (e.g. delegate pack)
	• room plans (e.g. where and how tables/chairs will be presented)
	• signage (e.g. internally within venue, externally to direct delegates to venue)
	• seating arrangements (e.g. specific seats for delegates, guests)
	• post-event evaluation forms
	• payment/claim forms

Learning outcomes The Learner will:	Teaching content Learners must be taught:
3. Be able to make and confirm event arrangements with relevant parties	3.1 How to identify the relevant parties to confirm arrangements with i.e. • delegates/customers • venue contacts (e.g. hotel and conference facility providers) • suppliers (e.g. promotional merchandise retailers, catering, marketing contractors, the media, transport, overnight accommodation, specialist equipment providers for resources such as PA systems/lighting) • internal colleagues (e.g. peers, managers, marketing, finance, IT, design team, printing team) • external speakers/sponsors • trainers 3.2 How to use appropriate channels to make and confirm arrangements i.e. • when to use verbal communication (e.g. initial contact, discussing requirements) • when to use written communication (e.g. contracts, invitations) 3.3 Own conduct when communicating with relevant parties i.e. • professionalism • clear messages • timely communications • realistic expectations 3.4 Arrangement details which need to be communicated i.e. • financial (e.g. budget available to spend on event, delegate fee) • delegate requirements (e.g. refreshments, catering, transport, accommodation, delegate packs/supporting information, joining instructions, evaluation forms) • venue details (e.g. confirm booking details, facilities/resources to hire from the venue, rooms to be used, room layouts, refreshments the venue will supply, delegate numbers, car parking requirements, fire evacuation arrangements, health and safety, accessibility arrangements) • equipment (e.g. tables, chairs, IT, display screens, assistive technologies) • suppliers (e.g. design/order promotional merchandise, catering, publicity materials, media coverage, transport arrangements, overnight accommodation) • internal support staff/colleagues (e.g. event team responsibilities, such as setting up the venue/resources, note-taking, ensuring delegates receive the correct documentation, recording attendance, welcoming delegates, supporting delegates/guests, collecting evaluation forms)

Learning outcomes The Learner will:	Teaching content Learners must be taught:
	• external speakers/sponsors (e.g. time allocated to them, timings, items that you and they will provide) • licences (e.g. music, alcohol) • insurance needs (e.g. public liability insurance)
4. Be able to inform other team members of progress against the plan	4.1 Event team members to communicate with i.e. • peers/colleagues • managers • directors • speakers/trainers 4.2 Reasons why the team needs to be informed of your progress against the plan i.e. • to identify if on track to meet targets (e.g. financial, timescales) • to revise plan and potential intervention if required (e.g. budget, timescales, personnel) • to help the team to work in a coordinated manner • to seek/offer advice and support to/from colleagues 4.3 How to communicate with team members i.e. • face-to-face • emails • team briefings • teleconference/video conference 4.4 Progress reporting information needed i.e. • task owner • individual's tasks and dependencies with tasks in others' remit • achievements since last progress report • target dates for task completion • issues • own completion dates • costs and variations from budget
5. Be able to plan to prevent problems with a business event	5.1 Understand how to prevent problems occurring i.e. • distribute pre-event documentation/instructions well in advance/according to the plan timescale • conduct rehearsals/dummy runs and pre-checking that resources work effectively • thorough planning (e.g. detailed timescale) • produce well-written schedule of activities • ensure contracts outline roles and responsibilities in detail

Learning outcomes The Learner will:	Teaching content Learners must be taught:	
		• contingency planning (i.e. identify possible problems and solutions) • communicating with others • consider the skills of individuals when allocating tasks • ask for support/help promptly • communicate/escalate issues promptly to managers and colleagues (e.g. requests for additional resources) • organise/conduct risk assessments • identify and rehearse venue emergency procedures
	5.2	How to deal with problems that could occur when planning a business event i.e. • last minute requests for resources (e.g. additional photocopying) • technical problems (e.g. technology breakdowns) • team member disagreements • misunderstandings/wrong assumptions/poor communication • issues arising that demand the rearrangement or revision of plans (e.g. venue change) • cancellations (e.g. delegates, speaker, trainer, suppliers, venue, catering) • inadequate room or facilities (e.g. room temperature, seating capacity, lack of technical resources, lighting) • suppliers fail to deliver or deliver wrong items • external factors (e.g. weather and travel disruption) • last minute over or under demand for event by delegates/customers • missing time deadlines • not meeting budget targets • sourcing the wrong resources • not supporting other team members
6. Review your own performance when organising a business event	6.1	Methods for reviewing own performance i.e. • self-assessment (e.g. effectiveness of own performance, effectiveness of contingency plan) • lessons learnt (e.g. what did I do well?, what could I improve?)
	6.2	Considerations for review i.e. • communication skills (e.g. professionalism of communications, communication channels used) • organisational skills • working as part of a team (e.g. how well did I work as part of a team? how did I handle disagreements?)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Be able to identify resources needed to support the organisation of a business event	P1: Identify the resources they need to source to aid the organisation of an event and any relevant constraints		
2. Be able to source event resources	P2: Investigate sources that can provide the resources required for an event	M1: Identify a range of sources for their resource, including the advantages and disadvantages of each source	D1: Create a best-practice process for others for future booking/arranging of resources, including recommendations for the prevention of issues, based on a review of own experience
3. Be able to make and confirm event arrangements with relevant parties	P3: Arrange for production of, or book, the required resources with their chosen source		
	P4: Communicate the arrangements for an event to relevant parties, using appropriate communication channels		
4. Be able to inform other team members of progress against the plan	P5: Create a progress report and share it with the event organisation team using appropriate communication channels	M2: Update their report showing dependencies between own tasks and those of others	
5. Be able to plan to prevent problems with a business event	P6: Take steps to mitigate the likelihood of problems occurring		D2: Assess the most likely problems and produce a contingency plan to address them
6. Review your own performance when organising a business event	P7: Review own performance in supporting the organisation of an event, identifying strengths and areas for development	M3: Share and discuss own self-assessment with a colleague to seek their opinions and confirm areas for improvement	

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: http://www.ocr.org.uk/i-want-to-skills-guides/.

This unit acts as a synoptic unit within the Level 2 Cambridge Technical Diploma in Business Administration. When completing key tasks within this unit, learners will need to draw on and apply the skills, knowledge and understanding acquired through the other units that make up their qualification. As such, this unit is to be assessed towards the end of the learning programme.

At level 2, learners are unlikely to organise an entire event themselves, but rather work as a key member within the team that completes this task. As such, this synoptic unit allows learners to complete realistic, level appropriate activities by organising their own element/s of the event. It also enables learners to develop knowledge, skills and understanding to progress onto the Cambridge Technicals in Business at Level 3, should they wish to do so.

Centres must select and provide learners with a brief outline for the **business event** for this assessment. Learners must also be provided with, and understand, the main **objectives** for their specific event (examples are provided below.) Suggestions for the event may include organising a charity fundraising event, supporting the organisation of a training day or open day to recruit students at school/college or organising a promotional event for a new product or service etc. The event must be business-related and not a 'social event'.

Further information regarding business events is detailed below:
- Event types e.g.
  - Training events (e.g. for employees, clients)
  - Conferences
  - Exhibitions
  - Product launch events
  - Promotional events
  - Meetings
  - Receptions
  - Trade fair stands
  - Festivals

- o   Press conferences
- o   Charity fundraisers

- Classification of business events e.g.
  - o   Routine/non-routine
  - o   Categories of events (e.g. training, promotional, operational, fundraisers)

Objectives of business events e.g.
- business objectives (e.g. increase market share, increase brand awareness, public relations, develop employee skills, team building)
- event objectives (e.g. delegate satisfaction)
- SMART (specific, measurable, achievable, realistic, timely) success criteria which relate to the business and event objectives

Although learners will work as a member of an event planning team, each learner will need to have a specific role within that team and produce individual evidence relating to their role for assessment. For example, one team member may be responsible for booking the venue, another for event invites, another for travel organisation etc. Each learner in the team will complete specific tasks and the evidence that each learner submits will demonstrate their individual contribution to the team effort. It is recommended that learners' tasks are consistent in requirements, and, as such, learners may be allocated more than one role to ensure that they can meet all required criteria. All practical tasks and evidence submitted for assessment must be entirely the learners' own work.

In order to meet **P1** learners must identify the resources that they need to source within their individual role, in order to aid the organisation of their event. The resources that learners identify must be relevant to the specific event and its objectives. They should also identify any constraints that may impact on their choices (e.g. I would need a venue that has a room capacity for 50+ people seated on round tables).

P2 involves learners thinking about how and where to source the resources required to organise the event. Learners should use a range of sources (e.g. the internet, social media, local magazines, internal information sources) to identify potential sources for each resource they are responsible for, for the event. Evidence of the different sources considered must be included in the learner's portfolios. To meet **M1**, learners must show that they have considered **at least three different** sources, and be able to identify the advantages and disadvantages of each e.g. for a venue, one has a large function room but is more expensive, one is close to the train station, but would have to use external caterers etc.

To satisfy **P3** learners must identify the resource provider that they will use and actually arrange for their resources to be produced (e.g. event invites, delegate packs) or book their resources (e.g. the venue, the travel, guest speakers). Evidence may include booking correspondence (forms, emails), notes from telephone conversations, web pages or catalogue printouts etc. Learners will need to understand customers' expectations of the event, in order to source relevant resources. They will also need to understand the departmental make-up of the organisations with which they are communicating to source their resource, in order to know who they need to communicate with, using relevant and appropriate form of communication/s.

Learners will need to draw on their knowledge and understanding from Units 1 and 2 to ensure that the financial information for their transactions is correct (e.g. costings contained in email agreements, invoices received etc). Skills and understanding developed in Unit 4 will also be key when co-ordinating diaries, booking travel and accommodation or using office equipment to make their arrangements.

D1 relates to P2, P3 and M1. In order to meet **D1**, learners must review their experience of sourcing and booking providers for their resource and create a best-practice process for others to use in future when booking/arranging resources.

P4 requires learners to communicate the arrangements for an event to relevant parties, using appropriate communication channels. This may be communicating with those sourcing their resource (e.g. liaising with organisations providing materials), with delegates or guest speakers, with relevant internal colleagues etc. The evidence produced will vary according to the nature of the event but may include samples of letters, emails, notes from telephone conversations, costings/invoice documents etc. Drawing on the skills and understanding developed in Unit 6 will be key when completing this activity. Learners must evidence that they have chosen appropriate communication channels and used the correct etiquette for these (e.g. email, telephone, face-to-face, social media). This task may be linked to **Unit 3**, **P5** (communicating via social media).

P5 requires learners to create a progress report to share with their event organisation team. They should evidence their understanding of what needs to be included in a progress report, in line with the Teaching Content for LO4. They should then share this report with relevant parties demonstrating how they communicated their progress with the rest of their team. Evidence submitted could include photos of methods used, examples of emails, team brief/meeting minutes/notes etc. The evidence should show that they employed appropriate communication channels, in line with learning developed in the communications unit (*Communicate in a business environment*). Learners should understand the importance of both internal and external customers and show that they have considered the potential impact on others, and the success of the event, if they do not complete their specific roles as agreed.

To achieve **P6**, learners should demonstrate that they have planned for their aspect of the event and, in that planning, have taken steps to mitigate the likelihood of problems occurring (e.g. if arranging travel, that they have considered planned rail track maintenance and recommended that the event takes place on a day when maintenance is not planned). They should consider solutions that could avoid or mitigate the negative impact of these potential issues on the event planning.

M2 requires learners to show that they can update their report following team update/s, to take account of the dependencies between their own task and that/those of others (e.g. timeframes for completion may change if a colleague's task has slipped behind schedule). **D2** requires learners to assess the most likely problems that may occur as a result of their own and the team's progress, and produce a contingency plan to address the problems. The contingency plan may change over time as issues become apparent with the event organisation.

For **P7**, learners should review their **own performance** in supporting the organisation of the event, identifying their own strengths and areas for development (in line with the Teaching Content for LO6). In considering what went well and what did not go so well, they should also consider what they might do differently in the future. For **M3** they should have a face-to-face discussion with a colleague about their own self-assessment, to confirm areas for improvement and to evidence that they can employ those face-to-face and feedback acceptance skills first developed in the communications unit, in a different context. Evidence for this criterion should include records of the conversation (e.g. video evidence, notes etc.).

SYNOPTIC ASSESSMENT

This unit acts as the synoptic unit within the Level 2 Technical Diploma in Business Administration and provides the opportunity for you to draw on your skills, knowledge and understanding developed throughout this qualification.

Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the Business Administration sector, please see section 6 of the centre handbook for more detail.

Links between this unit and other units:

Unit 1 Principles of working in business administration

Unit 2 Understand the role of an administrator

Unit 3 Use social media for business purposes

Unit 4 Provide administrative support

Unit 5 Follow administrative practices and create procedures

Unit 6 Communicate in a business environment

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Level 2 Cambridge Technical Diploma in Business Administration.

This qualification has been designed to be recognised as a Technical Certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of this qualification for every learner.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Centre Handbook (Section 5, Involving employers in teaching, learning and assessment) for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience where they are able to develop their skills, knowledge and understanding with respect to supporting the organisation of a business event. Within the work placement they may work as part of a team to help organise an event, providing them with the opportunity to gain valuable and transferable experience in this area.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry experts could assist centres with the development of their assignments by providing them with realistic scenarios for the learners to consider. The industry practitioners could also take on the role of stakeholders who provide feedback to the learners.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Industry experts could support the delivery of the unit by providing insight into areas such as how to effectively support the organisation of different types of business events, including what they have found to be successful, or not so successful, with the reasons why.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	If learners are provided with work placement opportunities in a real business environment, then the industry practitioners can provide expert witness testimonies. These must be individual to each learner and clearly indicate what activities the learners carried out and how they demonstrated competent performance.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)

- [DfE work experience guidance](#)