

Scheme of work: Managing an event

This scheme of work can be used as it is or amended to suit teachers’ needs.

Assumed coverage

This scheme of work illustrates how the unit content could be delivered over 60 GLH. The managing an event unit should be delivered as an integrated part of Unit 5 Developing a business proposal. The way in which the unit should link in with the Business proposal unit is identified below.

This should be used in conjunction with the qualification Delivery Guidance document. You should also note that it follows the GLH Breakdown section of the unit specification in relation to the apportionment of teaching time to unit content.

PO1 Investigate events delivered by small businesses

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO1 – Investigate events used by small businesses | * Understand the various types of event including those run for profit and those non- profit related. * Be able to outline two events delivered by small businesses * Be able to use knowledge of communication methods and channels to analyse the effectiveness of those used by **one** of the events | * Evidence collection and completion of P1 through completion of a table (taking approximately ½ hour). * Evidence collection and completion of M1 through analysis of one event’s communication method/channels (approx 1 hour). * Research skills when gathering examples of events. * Communication skills and teamwork when completing group activities. * Written analysis of the effectiveness of communication relating to the event. | 4 | Tutor to outline this optional unit and its relationship to the synoptic unit 5. **NB A visit to an event would ideally be the most effective method to introduce learners to this unit enabling experience of a real business event from which learners can reflect.**  Tutor to overview the idea of business events and provide illustrations of various types of event: Eg from a school, college or Academy; from a local business, or a community group event.  It will be helpful to show examples of event publicity eg web site/newsletter; advertising of an event in the local press; or leaflet or brochures) to reflect on the **communication methods and channels** used by each event. (Links to **U5** here)\*  Examples of events:   * school events eg 6th form open evenings, sports day, mooting competition, open day, enterprise day * local business events eg pop up shops, experiential marketing, fund raising event. * Tutor to question the purpose of each type of event, reflecting whether it is for a profit or not-for-profit business.   Classroom based activity. Working in small groups, each group can select one of these examples and one of their own. Groups to record whether it is a profit or not for profit business event, the purpose of the event and the target audience. Feedback to whole group which will help learners to share ideas.  (Target markets – link to Unit 3)  Individual learner to start working on their own examples of events. They must each consider **two** examples of an event held by a business or separate businesses, outlining the event type, its purpose and target audience. Learners to complete for homework eg by completing a table for the event idea, type of business, purpose and target audience. (P1)  Learners to analyse the effectiveness of the communication channels and methods used by **one** of these events (M1) Tutor to provide individual guidance in relation to examples of events. |
| PO1 – outlining resource implications | * Understand the range of resource requirements for managing an event * Be able to compare the management of resources for two events * Be able to make judgement on the significance of resource management in terms of achieving success in the event. | * Complete a spider diagram of two business events & resources (targeting criteria P2) (approximately ½ hour). * Write a reflective summary (targeting M2, and D1) (approx 1 hour). * Research skills when interpreting evidence for the spider diagram. * Written communication for the reflective summary. | 5 | Tutor to review unit 1, 2 and 3 concepts related to resource requirements of business activities.  Learners, working in small groups, to consider resource requirements of an event idea provided by tutor.  A number of cards can be prepared each listing a resource that may need to be considered when planning an event.  In teams, learners can use the cards to reflect on which of these resources would be considered for their example of an event, discounting others that are deemed not relevant to the example they have. These could be then placed under headings (Operational resources, Financial, Marketing, Human resources). The cards can be mounted to form a display to act as a visual learning aid for learners in completion of P2.  Groups can give feedback on why these resources are necessary in the planning and running of the event.  Tutor to discuss the ways in which resources were managed in each event and the significance of this ie how this might impact on the potential success of each business event.\*  \*After a group visit, clarification of communication channels used and management of resources can be obtained through learners’ observations.  Learners, for homework, to consider resource requirements, for their **two** event ideas (as selected in P1).  Evidence can be in the form of a SPIDER CHART, identifying each event, with annotation identifying all the associated resource requirements (for P1)  For M2 and D1, evidence could be presented in a REFLECTIVE SUMMARY firstly giving a comparison of resource management of the two events (M2), concluding with judgments on the concluding with judgments on the significance of the resource management on the success of the two events (D1). |

PO2 Planning an event

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO2 – planning an event (group discussion: deciding on an appropriate event to be run) | * Understand how to work as an effective team member and the process involved in team decision making. * Be able to identify the appropriate factors from individual business ideas. * Be able to make a collective team decision on the most appropriate event to be run. | * Completed decision making template (targeting criteria P3, **approximately** 1 hour). * Working as part of a team. * Problem solving to make decisions on selecting a suitable event. * Oral communication between group members. * Written communication skills when completing the decision making template. * Maths skills in researching suitable budget decisions. | 4 | Tutor to review the types of events considered within PO1. Learners’ will need to select a suitable event that will contribute to development of their individual business plans for Unit 5.  \* Examples may include: a publicity event, promotional event, information giving event, fundraising event, opening event, taster day event, stall at local festival or exhibition, enterprise event, sales pitch to shareholders event – or any other small scale event.  Learners will be working in teams for both the planning and delivery of the selected event. To capture reflective evidence, use of a **personal log** will be used.  Learners, **working in groups**, will need to reflect on their individual business proposals in order to decide on an appropriate small size event that can be run by the team. Relevant information from this will contribute to the P3 requirement. The decision on an appropriate event to run will be dependent on a number of factors:   * whether a small scale event is appropriate * availability of a suitable venue * sufficient resources in terms of timing available to plan and run the event within the budget available (a sensible budget decision will need to be made by the teacher) * whether the event enables input by each member of the team * consideration of how the event will help to inform aspects of their individual business plan, to provide a coherent link to the Business Proposal unit 5 * any risks or uncertainties would need to be considered, mapping scenarios and potential solutions to make a considered decision on which event to go ahead with.\*   \*(This will provide information for reflection within PO4)  Tutors will need to agree on the viability of the proposed event idea arrived at by the group.  For homework, using the notes made during the group discussions in their personal logs, learners will then individually complete a **decision-making template**, in order to identify each of the factors considered from event team members’ business plans and their final event idea, providing evidence for P3. |
| PO2 – gathering information required on target audience preferences and event characteristics | * Understand the purpose and structure of an event plan. * Be able to collect and collate relevant information on event and target audience preferences. * Be able to collect and collate relevant information on event characteristics. * Be able to complete an event plan for the proposed event. | * Completed Team Research Findings (targeting evidence for P4 and P5). * Taking approx. ½ hour. * Analysis of key findings (targeting M3 and M4 criteria) Evaluation of key findings needed by the event plan (targeting D2 criteria) Taking approximately 1 ½ hours. * Researching information. * Teamwork and oral communication skills when collecting and discussing information. * Written communication in collating relevant information relating to the proposed event. | 6 | Tutor to introduce the purpose and structure of an event plan.  Tutor to clarify that learners will need to work as part of a team for planning and delivery of the event. Tutor to stress the time limitations for carrying out research ie the information should be focussed and capable of being implemented  Tutors to provide **checklists** for collection of relevant information by each team:   1. Clarification of the purpose of the event 2. Target audience preferences 3. Event characteristics   Evidence from this research can be presented in the form of **Team Research Findings.** Each member of the team will need to be able to access this research to present evidence towards **P4** and **P5** in their individual portfolio.  Homework: learners may at this point decide to review information findings in P4 and P5 to analyse the information and identify key findings/characteristics for the event plan (M3 and M4), justifying the choices made for their event plan (D2 criteria). |
| PO2 – completing an event plan | * Understand the purpose and structure of event plans. * Be able to complete an event plan. * Be able to evaluate the potential ability of the event plan to achieve its primary purpose. | * Completed event plan template (targeting P6, taking approximately 1 ½ hours). * Analysis of the event plan (targeting M5 and D3) Approximately 1 ½ hours. * Written communication in completing the event plan template. * Maths skills in use of relevant software to compile the event plan. | 6 | Tutor to outline purpose and structure of event plans (linking to the information collected in P4 and P5 completed in the previous session).  Learners, working in their group, to produce an event plan for their selected event – this plan will be used by the group to deliver the event.  At this stage, they will need to allocate individual responsibilities amongst the members of the event team and critical timings for each activity listed in the event plan.  Remind learners to keep their notes up to date in their personal log (it will assist in reflections towards other performance criteria).  It will be helpful for learners to have access to relevant software in order to compile a working plan of the event and co-ordinate activities, eg, Gantt chart or other event planning software, alternatively spreadsheet software – using a template. The evidence of the event plan must be accessible to each member of the team to include in their own evidence.  Tutor to outline the purpose and structure of the spreadsheet template or other project planning software. Tutor to illustrate the use of the spreadsheet template using sample data and indicating the data that has to be entered by the learner.  Learners to use their research findings in order to complete the spreadsheet template for their event plan.  Tutor to support and provide guidance as necessary.  Individual learner, for homework, to analyse the ability of their event plan to achieve the primary purpose of the event arriving at a supported judgement on whether the event plan will help to achieve this outcome. (towards M5 and D3). |

PO3 Delivering the event

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO3 – delivery of the event – Preparation of resources | * Understand the purpose and use of the event plan. * Be able to outline the resources required by the event. | * Completed resource checklist and risk assessment template (targeting P7) taking approximately 1 hour. * Research skills when gathering and collating information. * Maths skills when analysing collated data for risk assessment. | 2 | Tutor to review the **purpose of the event** plan and how teams may use this to help in managing the event to a successful outcome  **Time limits** to be re-established by the tutor to ensure all necessary preparatory material and necessary resources are completed and ready in time for the actual event to be run. Reminder that groups must adhere to the critical timings in preparing all resources for their event.  **Resource requirements**:  Learners will need to consider the resources required in order to run the event. This will include the physical and human resource requirements. An outline of the physical resources will include those relating to the venue itself, and those which are supplier related. A **checklist** may be used for the purpose of establishing resources required.  There will be consideration of risks associated with running the event and any key legislative requirements. A **risk assessment template** may be used for this purpose.  This information will contribute to P7. |
| PO3 – delivery of the event – production of draft communication materials | * Be able to produce four draft communication materials for the event. * To gather feedback on the draft materials from the target market. * To be able to evaluate key findings from feedback. | * Completed draft communication materials (targeting P7) taking approx 1 hour. * Analysis file (targeting criteria M6 and D4), taking approximately 1 hour). * Maths skills in completing surveys. * Written/oral/ visual communication in production of draft materials for the event. * Oral communication between group members and gathering feedback (oral/written communication). * Team working, researching appropriate type of draft materials. * Problem solving when analysing the most suitable forms of draft materials to use. | 2 | **Four draft communication materials** required by the event will need to be produced. Communication materials may be verbal, non-verbal or visual. Draft communication material can be produced using a variety of software or other relevant material or sources depending on the choices made. The materials and channels selected will need to be appropriate to the type of event being delivered, and meet the needs of the target audience.  The materials may be produced as a group or individual contributions to the group, but all four drafts must be accessible to each team member for their own portfolio. Each individual learner should clearly indicate their contribution to the materials produced.  In order to examine the potential for success, learners will need to **survey** the extent to which the draft materials meet the needs of the target market. In order to gather this information, learners will relate to the information on the target market from their business proposals, together with feedback from the target audience gained.  For example, each team may decide to hold a **focus group** where the draft materials are discussed and views on them recorded, ultimately to make appropriate adjustments (and to inform individual work on M6 and D4 criteria).  Alternative ways of gathering feedback from the target market could be through use of a questionnaire, survey, or online blog for example, to establish their thoughts on the draft materials produced in P7.  Homework: Using this feedback, learners can analyse the information from the target market to see the extent to which they approved the draft materials and any key findings resulting from this relating to delivery of the event. (M6).  Further evaluation of these key findings for the successful delivery of the event can then be made (D5). |
| PO3 – delivery of the event –establishing own role and responsibilities | * Understand what makes an effective team. * Understand how to demonstrate effective leadership skills. * Understand how their own skills and attributes may contribute to team performance. * Be able to define and allocate tasks and key responsibilities amongst team members. * Be aware of own role and responsibilities in terms of event management. * Prepare working checklists and schedules to ensure clarity of roles and monitor completion of each activity. | * Completed checklists/ schedules clearly allocating roles and responsibilities amongst team members (towards P8) (approx. 1 hour) * Working as part of a team. * Understanding what makes an effective team. * Decision making on allocating roles and responsibilities within the team. * Communication skills: written (drawing up schedules); visual (linking to the event plan) and oral (communication between team members). * Maths skills when using checklists and schedules to keep to critical timings. * Teamwork supporting each member of the team. | 3 | Learners may need input on team development immediately prior to the event being held, to establish the requirements of good teamwork. An introduction to leadership skills will be required to enable learners to identify when they are demonstrating effective leadership skills during delivery of the event.  Learners may benefit from conducting a self-assessment of their own skills and attributes which they may be able to bring to the team, contributing to successful management of the event.  In their teams, learners will need to define and draw up tasks and responsibilities for running the event. These will need to be allocated amongst individual team members, based on their personal characteristics and what they may be able to offer to the team. They will be clearly defined on the Event Plan.  It is essential that team members are fully aware of their individual responsibilities and roles in order for the event to run smoothly. This information can be recorded in the personal log. There will need to be clear checklists and schedules available for the event. Teams will need to ensure they are clear on what is expected of them in terms of their performance. Thus, in addition to the overall Event Plan (or Gantt chart**), individual schedules or activity sheets** will be helpful to the team.  Learners will need time to ensure their event plans are complete and teams are fully supported through the actual event set up, delivery and review. The timing of this is crucial, as the actual event needs to go ahead. |
| PO3 – delivering the event completing own role and responsibilities, contributing to effective teamwork, demonstrating effective leadership skills | * Demonstrate effective teamwork during the delivery of the event. * Demonstrate effective leadership skills. * Be able to gather feedback on performance. | * Carrying out own roles and responsibilities during delivery of the event. * Collection of evidence in Personal Logs. * Collecting feedback from observers. * Contributing to teamwork and supporting other members of the team. * Oral communication with peers and target audience throughout the event delivery. * Oral and written communication when collecting observations and feedback from others. * Maths skills when completing surveys to gather observers feedback. | 3 | **The day of the Event**  During the event, learners will consider whether they are meeting the key requirements of their own role, the extent they contribute to the agreed timing and sequencing of the event plan and the extent to which they contribute to and promote effective teamwork  Throughout the event, learners can be directed to record examples of their own performance compared to the roles allocated through the use of their personal log.  For P8, the evidence must support **three separate occasions** when individual team members demonstrated different aspects of their ability to contribute to team performance during the event.  This will include any instances where they have demonstrated contribution towards effective teamwork and effective leadership skills during the event.  Evidence will be collected from observers’ views by gathering feedback from the target audience and peers.  **The evidence for P8, M7 and D5 can be completed directly after the event has taken place.** |
| PO3 – delivering the event completing own role and responsibilities, contributing to effective teamwork, demonstrating effective leadership skills | * To demonstrate that own role and responsibilities have been completed during event delivery. * To demonstrate instances where contribution to effective teamwork have been shown. * To demonstrate instances where effective leadership skills have been shown. | * Completion of Personal Log to (towards P8), (approx. ½ hour) * Completion of Completion of Personal Log to (towards P8), (approx. ½ hour) * Completion of Personal Log to record instances of contribution to effective team performance and (where relevant) where the learner has demonstrated effective leadership skills during delivery of the event (towards M7, D5) (approx. ½ hour) * Written communication in completing personal log. | 2 | After the event, learners will consider whether they are meeting the key requirements of their own role, the extent they contribute to the agreed timing and sequencing of the event plan.  This will be clearly recorded in their Personal Log, identifying **three** separate instances where they have demonstrated completion of their own role and responsibilities during delivery of the event. (P8 criteria)  Where relevant, the learner can record instances of contribution to effective team performance during the event, recording these examples in their Personal Log (M7 criteria). This evidence will come from **feedback** gathered from the target audience or from the learners’ peers.  Again where relevant, the learner can identify instances where they have demonstrated effective leadership skills during the delivery of the event recording these examples in their Personal Log. This evidence may be gathered from **feedback** gathered from the target audience or from peers. (D5 criteria) |

PO4 Reviewing the Event

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| **Specification content** | **Learning objectives** | **Additional guidance** | **Suggested timing (hours)** | **Learning activities and resources** |
| PO4 – reviewing the event – event outcomes | * Be able to outline the outcomes of the event. * Be able to outline the extent to which risk was minimised. * Be able to review whether the primary purpose of the event was achieved. | * Completed template on the outcomes of the event (P9 criteria) (approx. ½ hour). * Analysis and problem solving skills when reviewing event outcomes. * Written communication in completing the template. | 4 | Following the event, through use of any feedback or observations recorded in the Personal Log, learners to complete a template where they reflect on the extent to which the event met outcomes with accompanying improvements for future events to be run. (**P9)**  In the **template** learners will consider:  **Outcomes of the event**:   * The outcomes of the event * The extent to which risk was minimised * A review of whether the primary purpose of the event was achieved.   The template will be individually completed by each learner. |

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| PO4 – reviewing the event – contribution from teamwork. | * Provide evidence of own contribution to teamwork during the event from audience feedback. * Provide evidence of demonstrating effective leadership skills during the event. * Analyse the extent that teamwork contributed to achievement of the event’s primary purpose. * Be able to review the business proposal in light of insights gained. * Be able to modify the business proposal given new information from planning and delivering the event. * Be able to justify adjustments made to the business proposal in light of this evidence gained. | * Completed template on reflections and analysis (towards M7, D5 and M8 criteria) (approx. ½ hour). * Analysis and problem solving when reflecting on teamwork and leadership, plus event outcomes. * Written communication in completion of reflections and analysis. * Completed template identifying four impacts (towards P10 criteria) (approx. ½ hour). * Completed analysis and recommendation in analysis file (towards M9, D6) (approx. ½ hour). * Decision making on insights and modifications to the business proposal. * Visual and written communication on completion of diagram and analysis. | 4 | A **second template** will be used by learners for further reflections on the event.  Learners will use their evidence gathered during the event (personal log, feedback and observations) to summarise:  **Teamwork & Leadership skills:**   * Examples of contributing towards effective teamwork during the event (M7) * Examples of demonstrating effective leadership skills during the delivery of the event (D5).   **Impact on achievement**:   * the impact of team roles, * responsibilities, * managing relationships and * teamwork   on the outcomes of the event  (towards M8 criteria).  **Notes on collection of evidence to support the criteria P9, M7, D5, M8:**  Broader evidence could include:  agendas, team meeting minutes/notes, project logs, team plans and monitoring documents, emails between team members, observation sheets from peers or attendees to the event, witness testimony from teachers, minutes of meetings held by the team, web cam observation.  Learners could also produce their own form of customer satisfaction survey that can be carried out during the event to gain feedback on performance against outcomes from the attendees and target audience.  Each learner should retain as evidence a copy of the relevant team evidence (eg a team checklist of event characteristics).  The tutor to lead a group discussion on possible insights gained through the managing an event unit.  Tutor to provide examples of areas where adjustments may be considered to their business proposal:  Eg:  Target audience views and opinions may cause adjustment to the marketing, operations, human resources or financial plans.  This will provide learners with a structure from which they can consider possible influences on their individual proposals.  Learners then to individually complete these reflections, using the template, identifying four impacts of insights gained from planning and delivering the event, on their own business proposal.(P10 criteria)  Tutor to support in terms of ensuring learners aware of process.  On a separate document, in the analysis file, learners can analyse each of the four areas to consider the possible impact (M9)  Recommend and justify any suitable adjustments they may make to their business proposal (D6). |