WJEC LEVEL 1/2 AWARD IN EVENT OPERATIONS

SPECIFICATION

For first certification from 2016

Contents

1 *INTRODUCTION*

1.1 Qualification title and code

This specification covers the following qualifications:

Code 601/4545/6 WJEC Level 1/2 Award in Event Operations

1.2 Statement of purpose

The events industry brings in more than £40 billion to the UK economy. The UK has been host to many international sporting events such as the 2012 Olympics the Commonwealth Games in 2014 and Rugby World Cup in 2015, as well as the Tour de France. The UK is not only host to sporting events. Each year the World Travel Market and other international exhibitions are held here and, of course, there are well-known festivals like Glastonbury and film premieres like the Harry Potter series that take place in the UK regularly. According to the Britain for Events promotional campaign, there are more than 1 million corporate events every year in over 100,000 venues across the UK. This just shows how vast and diverse the industry is.

The WJEC Level 1/2 Award in Event Operations has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in events can range from administration, crowd control, event sales, event branding, exhibition organisation and communications. All of these roles require further education and training either through apprenticeships or further and higher education.

There are no formal entry requirements for this qualification. It is most likely to be studied by 14-16 year olds in schools alongside GCSEs.

This is the qualification structure:

Unit Number	WJEC Level 1/2 Certificate in Event Operations			
	Unit Title		**Assessment**	**GLH**
1	The Event Industry	Mandatory	External	30
2	Event Operations	Mandatory	Internal	30
3	Event Planning	Mandatory	Internal	60

Learners must complete all three units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of event organisers and those that support them. They will learn how these organisations operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to health and safety, finance and customer service, all of which are useful for learners who decide the events industry is not for them. This understanding is transferable to lots of other industries. In this qualification, learners will also have the opportunity to develop skills such as administration, communication and planning as well as transferable skills of problem-solving, organisation and time management.

Through the three units, learners will gain an overview of the events industry and the type of job roles that may be available to assist them in making choices about progression.

Where the WJEC Level 1/2 Award in Event Operations is achieved together with other relevant Level 2 qualifications, such as GCSEs in English, maths and science or humanities, learners may be able to access Level 3 qualifications relevant to working in the sector, such as:

- Diploma in Live Events and Promotion

Alternatively, learners may be interested in progressing to further study of more specific aspects of events such as:

- NVQ Diploma in Temporary Structures for events
- Diploma in Hospitality
- Diploma in Music Technology and Sound Engineering
- Certificate in Sport
- Certificate in Principles of Business and Administration

Learners may also be interested in progressing to a more academic pathway such as:

- GCE Business

Each of the units of the WJEC Level 1/2 Award in Event Operations has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the events sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the events sector and wider opportunities for progression into further education, employment or training.

This approach also enables learners to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

2 *QUALIFICATION STRUCTURE*

WJEC Level 1/2 Award in Event Operations

		WJEC Level 1/2 Award in Events Operations		
Unit Number	Entry Code	Unit Title	Assessment	GLH
1	9996	The Events Industry	External	30
2	9997	Event Operations	Internal	30
3	9998	Event Planning	Internal	60

3 *ASSESSMENT*

The WJEC Level 1/2 Award in Event Operations is assessed using a combination of internal and external assessment.

3.1   External assessment

Unit 1: The Events Industry will be externally assessed. The on-line external assessment will be available in the June of each year.

Details of the external assessment are as follows:

Duration: 60 minutes

Number of marks: 60

Weightings of Learning Outcomes:

	LO1	LO2	LO3	LO4
%	20%-30%	10%-15%	30%-50%	20%-30%
Marks	12-18	6-9	18-24	12-18

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

Grades will be awarded on the basis of the following performance descriptions. Performance descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptions must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others. Descriptors shown are those that are equivalent to threshold performance at each level of qualification and at the highest grade of Level 2. The Level 2 Merit grade is determined numerically.

Level 1 Pass

Candidates recall, select and communicate knowledge and understanding of basic aspects of the events sector. They review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues, with an awareness of factors that affect event success. They demonstrate basic skills in processing event operations and may have some inaccuracies and omissions.

Level 2 Pass

Candidates recall, select and communicate sound knowledge and understanding of aspects of the events sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect event success. They demonstrate skills in processing event operations and may have some minor inaccuracies or omissions.

Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of the events sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting event success. They demonstrate high levels of skills in effectively processing event operations.

3.2   Internal assessment

The following units are internally assessed:

- **Unit 2: Event Operations**
- **Unit 3: Event Planning**

For internal assessment, WJEC Level 1/2 Award in Event Operations has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*GCE, ELC and Project Qualifications – instructions for conducting controlled assessment'*. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment
- Controls for assessment of each internally assessed unit are provided in a model assignment
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company (further details are in the 'statement of purpose' in Section 1.2)
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is available from WJEC.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a Health and Safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- Group work must take place
- Group work is forbidden
- Centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- Learners **must** provide an individual response as part of any task outcome
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.)
- Evidence must be clearly attributable to each individual member of the group
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate
- Assessment of the individual must be based on the individual contribution to the evidence produced
- Learners' achievement must not be affected by the poor performance of other group members
- Learners' achievement must not benefit from the performance of other group members

Resubmission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, one of the following options **must** be taken:

- The candidate must create a new piece of work within the same group
- The candidate must create a new piece of work within a new group
- The candidate must create a new piece of work with non-assessed candidates
- The candidate must create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

Task marking

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

3.3   Synoptic assessment

Synoptic assessment is:

'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'

*'*Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for Awarding Organisations' DfE p7

All units in WJEC Level 1/2 Award in Event Operations have been designed to require learners to develop their learning by working towards work related purposeful tasks. Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector. Completion of the WJEC Level 1/2 Award in Event Operations would necessarily require learners to complete assessments where they select relevant learning to be applied to a key task that is relevant to the events sector. For example:

Unit 1: The Events Industry

Learners apply their learning by considering different types of events and how different organisations support their delivery and contribute to success. As a result, the unit introduces learners to the diverse range of job roles that exist within, and supporting, the events industry. The key task is to respond to queries and issues and therefore requires learners to be aware of different approaches taken to ensure events run successfully. They must draw from the range of content from across the three learning outcomes in order to provide appropriate responses.

Unit 2: Event Operations

Through this unit, learners will gain an understanding of how events are run to ensure their success. They learn the theory of team work and customer service and draw upon this understanding in order to review the success of events. Through their learning, they will consider the application of the theory to different types of events and the organisations that support their operation. As such, their appreciation of the vocational sector established in unit 1 is reinforced and extended. The key task is to review the success of events. Learners draw on their understanding of team work and customer service and apply this to practical event operations and use this experience to carry out reviews of different events they have been involved in.

Unit 3: Event Planning

This unit requires learners to build on their learning in unit 1 related to the industry structure, event administration and risk management. They extend their appreciation of the breadth of the industry, different types of events and the organisations and job roles that exist to support their success. The key task is to propose a plan for an event to meet specific needs. In completing this task, not only do they apply their planning skills but they also draw on their learning to select the most appropriate approach to meet customer needs. Through this unit learners develop a range of transferable skills that support progression to further learning and also continue to extend their learning of the events vocational sector.

3.4   Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- Ensure all assessment activities are in accordance with the task taking controls for the unit
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- Provide feedback to assessors
- Provide support to assessors on interpretation of performance band requirements.

4 GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally Assessed Units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment.

For **Unit 1: The Events Industry**, the AC will be covered within the mark allocation as follows:

Assessment Grid

Learning Outcomes	Assessment Criteria	Marks	%
LO1 Understand the structure of the events industry	**AC1.1** Describe different types of events	12-8	20-30%
	AC1.2 Describe the roles and responsibilities of organisations involved in events		
	AC1.3 Explain how event organisations work together in event operations		
LO2 Know how events comply with regulatory requirements	**AC2.1** Describe how events meet regulatory requirements	6-9	10-15%
	AC2.2 Identify permissions required for events		
	AC2.3 Describe event insurance requirements		
LO3 Understand factors that affect the success of events	**AC3.1** Explain factors to consider when planning events	18-24	30-50%
	AC3.2 Analyse factors that affect events		
	AC3.3 Calculate event payments		
LO4 Be able to process event operations	**AC4.1** Administer event operations	12-18	20-30%
	AC4.2 Calculate event payments		
TOTAL		**60**	**100%**

Grading the qualification

Each WJEC Level 1/2 Award in Event Operations will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Each unit grade achieved by learners will be translated to a Unit Mark for the purpose of awarding the qualification. Learners who have achieved a Unit Mark for each unit will be awarded a grade for the qualification. Learners who do not achieve a grade for each unit will receive unit certification.

Marks available are shown in the following table:

Unit	Mark per unit			
	Level 1	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
Unit 1	1	2	3	4
Unit 2	1	2	3	4
Unit 3	2	4	6	8

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below:

Qualification	Overall grading marks	
WJEC Level 1 Award in Event Operations	Pass	4-6
WJEC Level 2 Award in Event Operations	Pass	7-10
	Merit	11-13
	Distinction	14-15
	Distinction*	16

5 *UNITS*

Unit 1	**The Events Industry**

WJEC unit entry	9996
Guided learning hours	30

Aim and purpose

The purpose of this unit is for learners to use their knowledge and understanding of the events industry and operations to respond to queries and issues.

Unit introduction

What factors need to be considered when planning events? What type of events do people organise? What do you do if you're organising a party in a marquee and the flooring does not arrive? Do you need a licence to run a charity fun run? Can I insure an event against bad weather? Are all events profitable?

The events industry is expanding and the potential market for party and events planning is vast. Organising events is a complex activity with many factors to consider and potentially many different people and organisations involved. Knowing about those factors and who can help is essential whether you are involved in organising an international event like the Olympic Games or a member of an events operation team having to deal with a customer issues for a local summer fete. Administrators and those dealing directly with customers, such as security and entertainment staff need to know about how events are administered. If specialist equipment or a licence is needed for a music festival an event organiser will need to know where to go, how much time is needed and the costs involved. An understanding of the events industry is essential if event organisers are to meet client needs and be financially viable.

Through this unit you will learn about the types of events and the types of organisations that can help to plan and run them. You will learn about the regulatory requirements of running events, including licences and permissions. Critical to an events success, you will learn about factors that can affect their success and how to put contingencies in place so they don't have a negative effect. Organisation of events is the key to success, so you will also learn about financing and administration.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 understand the structure of the events industry	**AC1.1** describe different **types** of events	**Types** • Fundraising • Corporate • Social • Sports • Outdoor • Indoor
	AC1.2 describe the roles and responsibilities of **organisations** involved in events	**Organisations** • Local authorities • Security • Emergency services • Facilities management • Catering • Entertainment • Venue providers • Event management • Exhibitors • Media
	AC1.3 explain how event organisations **work together** in event operations	**Work together** • Common ownership • Legal requirement • Sub-contracting • Marketing e.g. sponsorship

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO2 know how events comply with regulatory requirements	**AC2.1** describe how events meet **regulatory** requirements	**Regulation** • Licencing • Legal requirements • Health and safety
	AC2.2 identify **permissions** required for events	**Permissions** • Access to land • Access to buildings • Hours of operation • Entertainment
	AC2.3 describe event **insurance requirements**	**Insurance requirements** • Equipment • Cancellation • Abandonment • Postponement • Public liability • Employer liability
LO3 understand factors that affect the success of events	**AC3.1** explain **factors** to consider when planning events	**Factors** • Environmental e.g. weather • Organisational e.g. sound administration • Legal e.g. acceptable noise levels • Technical e.g. effective sound systems • Financial e.g. pricing
	AC3.2 analyse **factors** that affect events	
	AC3.3 explain how events **risks** can be minimised	**Risks** • Health and safety • Security • Cancellation due to external factors • Legal

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO4 be able to process event operations	**AC4.1** administer **event operations**	**Event operations** • Administration documentation • Complaints • Record event bookings
	AC4.2 calculate event payments	**Calculate** • Profit • Loss • Sales • Break-even

Assessment

This unit is externally assessed. The on line external assessment will be available in the June of each year. The specification for the external assessment is as follows:

Duration: 60 minutes

Number of marks: 60

Weightings of Learning Outcomes:

	LO1	LO2	LO3	LO4
%	**20%-30%**	**10%-15%**	**30%-50%**	**20%-30%**
Marks	**12-18**	**6-9**	**18-24**	**12-18**

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions.

A paper version of this assessment will be available to centres as a backup. This will be accessible via the secure web site. Registered centres will be given instructions on how to download this version. The paper may then be copied internally immediately prior to the start time of the examination.

Centres with candidates requiring reasonable adjustments for this assessment format, should refer to Section 9 p43 of this specification.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Attendance at different types of events to observe how they are organised
- Presentations from event administrators on event financing
- Working with an employer on a work-based project such as supporting a local community event

The following are examples of approaches to delivery which could be used to enhance the learners understanding of the events industry and operations to respond to queries and issues.

Example 1

A Conference and Events Manager from a local hotel sets learners a project related to an event that has taken place in the venue. Learners work in small groups, carrying out a risk assessment on the planned event. They present their assessments to the Conference and Events Manager, together with suggestions for how to mitigate for risks. The Conference and Events Manager then presents their initial risk assessment and contingency plans, together with details of any issues related to the actual event. Learners and the Conference and Events Manager then discuss how well each risk assessment and contingency plan would have been.

Example 2

A reporter who covers events for a local paper arranges a workshop for learners where he provides them with articles on the events he has covered over the last two years. Learners have to analyse the event details, so that they can categorise the event, suggest the legislation, insurance and licencing regulations that would have to have been followed and adhered to. Learners would then discuss with the journalist how successful the event was in meeting the needs of the target audience.

Example 3

The deputy manager of the local sports centre invites learners to volunteer and support the organisation of the annual local dog show at the facility. The focus is on how learners feel the event could be managed/ organised differently to prevent regular "centre" users complaining as they have done so in the past. Learners present suggestions to the Deputy Manager and a representative from the service users.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Facility managers
- Events planners
- Local authority representatives
- Charity personnel

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events

www.wikihow.com/Set-up-a-Fundraising-Event

www.childlife.org.uk/support_us/az_of_fundraising/a_to_z_of_fundraising_ideas_schools.aspx?gclid=CJvIjaCNvb0CFZShtAod3SwA-A

www.themayfairhotel.co.uk/blog/2013/08/05/guest-blog-our-10-top-tips-for-organising-a-successful-event/

http://thespecialistmediashow.com/articles/ten-tips-for-organising-a-successful#.UzmMRaBwZko

Unit 2   **Event Operations**

WJEC unit entry   9997

Guided learning hours   30

Aim and purpose

The purpose of this unit is for learners to use their knowledge and understanding of the principles of event operations to review the success of events.

Unit introduction

What makes a successful event? What types of events could we run? How do you know if all team members are pulling their weight? How should we collect customer feedback? What's the best way of evaluating an event? What are people attending an event looking for? How do I make my event a success? I get stressed if I have to deal with problems; will there be people to help me?

Event planning is now big business; many individual companies can be contracted to run events or departmental teams within large organisations. Most people working in the events industry are part of a team. Sometimes the team works together for one event and then it ends, but there are also event teams that work together for a range of events. Knowledge of team working and communication theory is useful to managers and team leaders when putting teams together, and also to team members so that they understand their role, how to use the strengths of their team members and communicate effectively with them. Communication theory is also useful to know when dealing with customers and representatives of other organisations such as security contractors or local authority representatives who are issuing licences.

In this unit you will learn about the role of team working and communication in effective event operations. You will learn about the importance of customer service and how you can ensure an event operates in a way that meets customer needs. You will also learn about how to evaluate the success of an event by judging it against success indicators. You will learn how to evaluate your own and others performance and develop the skill of providing constructive feedback.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 understand the role of customer service in event operations	**AC1.1** describe **principles of customer service**	**Principles of customer service** • Greeting the customer • Interacting with the customer • Building a rapport • Identifying customer needs • Services and facilities for customers • Encouraging feedback from customers • Responding to feedback from customers • Meeting legal requirements
	AC1.2 explain how events meet **customer needs**	**Customer needs** • Individuals • Groups • Different ages • Different cultural and ethnic groups • Those with specific needs
	AC1.3 communicate with customers	**Communicate** • Written communication • Verbal communication • Appropriate to customer and situation

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO2 understand how event teams operate	**AC2.1** describe roles of individuals in **different types of team**	**Different types of team** • Formal • Informal • Temporary • Permanent
	AC2.2 explain how the **principles** of team working are applied in event operations	**Principles** • Strengths and weaknesses of team members • Allocation of individuals to different roles • Encouraging participation • Constructive comments • Enabling team cohesion • Recognition of individual contributions
	AC2.3 contribute to team performance	**Contribute** • Completing tasks • Support for others • Problem solving • Communication

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO3 be able to review event success	**AC3.1 evaluate** own performance in event situations	**Evaluate** • Strengths • Weaknesses • Areas for improvements • Self review
	AC3.2 evaluate performance of others in event situations	**Evaluate** • Strengths • Weaknesses • Constructive feedback
	AC3.3 evaluate event **success**	**Success** • Against event objectives • Using feedback from others

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Understand the role of customer service in event operations	**AC1.1** Describe principles of customer service	Outlines principles of customer service with limited exemplification related to events.	Describes principles of customer service with exemplification related to events.		
	AC1.2 Explain how events meet customer needs	Outlines how events meet customer needs in general terms. Evidence is descriptive with limited reasoning.	Explains how events meet a range of customer needs. Evidence contains reasoned statements.	Explains how events meet a range of customer needs. Evidence is reasoned and relevant to the actual events.	
	AC1.3 Communicate with customers	Communicates with at least one customer identifying needs. Needs are met, although this may be as a result of intervention from others.	Communicates with at least one customer. There is evidence of attempting to establish rapport and build a positive relationship. Customer needs are identified and met, although this may be with help from others.	Communicates with at least one customer, establishing rapport and building a positive relationship. Customer needs are identified and met independently.	Communicates with at least one customer, establishing, building and maintaining rapport with ongoing interaction. All customer needs are identified and met independently, with skill and ease.

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO2 Understand how event teams operate	**AC2.1** Describe roles of individuals in different types of team	Outlines with limited exemplification roles of individuals in events.	Describes, with exemplification, roles of a range of individuals in different types of events.		
	AC2.2 Explain how the principles of team working are applied in event operations	Outlines how the principles of team working were applied to different types of events. Evidence is descriptive with limited reasoning.	Explains how the principles of team working were applied in different types of events. Evidence has relevant reasoning.	Explains how the principles of team working were applied in different types of events. Evidence is reasoned.	Explains with clear and detailed reasoning how the principles of team working were applied in different types of events.
	AC2.3 Contribute to team performance	Co-operates with team members. Participates with team members to review progress. Makes contribution towards achieving team objectives.	Co-operates with team members. Participates with team members to review progress. Makes clearly positive contribution towards achieving team objectives. Provides support to team members.	Actively seeks opportunities to co-operate with team members. Progress towards team objectives reviewed with team members. Proactive contribution made toward achieving team objectives. Proactively supports team members.	

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO3 Be able to review event success	**AC3.1** Evaluate own performance in event situations	Basic evaluation of own performance in event situations. Parts are descriptive. Evidence is mainly subjective. Limited areas for improvement considered. Relationship to principles of customer service and team working are implied.	Evaluates own performance in event situations. Some judgements using feedback from others, however parts are subjective. Areas for improvement considered. Evaluation considers some of the principles of team working and customer service, but is weighted towards either team working or customer service.	Evaluate own performance in event situations. Judgements are substantiated using feedback from others. Areas for improvement show some detail and are related to evaluation. Evaluation considered the principles of team working and customer service.	Detailed evaluation of own performance in event situations. Substantiated judgements are made using feedback from others. Areas for improvement show detail and clear relationship to evaluation. Evaluation considers the principles of team working and customer service.
	AC3.2 Evaluate performance of others in event situations	Basic evaluation of the performance of others in event situations. Parts are descriptive and limited criteria considered.	Evaluates performance of others in event situations against appropriate criteria. Judgements have some reasoning and may be supported by exemplification.		
	AC3.3 Evaluate event success	Basic evaluation of event success. Parts are descriptive. Evidence is mainly subjective. Limited areas for improvement considered.	Evaluates event success. There is appropriate reference to success criteria. Judgements using feedback from others are evident however parts are subjective. Areas for improvement considered.	Evaluation of event success made against relevant success criteria. Judgements are substantiated using feedback from others. Areas for improvement show some detail and are related to evaluation.	Evaluation of event success made against all relevant success criteria. Judgements are accurate and clearly substantiated using feedback from others. Areas for improvement show in depth detail and are directly related to evaluation.

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to its use. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Direction on requirements for direct supervision is provided in the model assignment.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth to which the assessment criterion has been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes on developing customer service skills
- Presentations from events organisations on how teams deal with problem situations
- Working on an employer led project to review the success of a local event

The following are examples of approaches to delivery which could be used to enhance the learners' ability to review the success of events.

Example 1

A representative from a local charity gives a presentation to the learners on the different events they have held in the last three years to raise money for the charity. Learners are divided into groups, with each given a report on an event. The group discuss what would have been relevant success criteria and then analyse the event information to determine whether or not it was a success. They have to find evidence to justify each point made and give a verbal presentation to the charity representative and the group. Following presentations, the charity representative gives details of the evaluation they made about the event and lessons learned.

Example 2

Learners act as "undercover observers" at an event which is being planned in house, or in their locality (with permission) e.g. school sports day, parents evening, open evening, Year 6/7 transition event. They review the team work undertaken by the those involved in event operations. They then meet with the event operations team and give constructive feedback based on their evaluation, giving specific examples to support their conclusions. Learners discuss with the event operations team what could be learned about effective team working, and then present their findings to the event organiser.

Example 3

A local independent events organiser gives a presentation on assessing customer feedback. Learners participate in role-play activities devised by the event planner. They peer assess each performance against standards set by the event planner. Learners produce a blog of their views on ways of collecting customer feedback then summarise their comments in a written presentation to the events organiser.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Event planners
- Charity organisations
- Retailers with in-house customer service and team-building specialists
- Conference and hospitality providers
- Sports facilities

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events

www.wikihow.com/Set-up-a-Fundraising-Event

www.childlife.org.uk/support_us/az_of_fundraising/a_to_z_of_fundraising_ideas_schools.aspx?gclid=CJvIjaCNvb0CFZShtAod3SwA-A

www.themayfairhotel.co.uk/blog/2013/08/05/guest-blog-our-10-top-tips-for-organising-a-successful-event/

http://thespecialistmediashow.com/articles/ten-tips-for-organising-a-successful#.UzmMRaBwZko

Unit 3   Event planning

WJEC unit entry   9998

Guided learning hours   60

Aim and purpose

The purpose of this unit is for learners to draw on their knowledge and understanding of the events industry and factors affecting the success of events to propose a plan for an event to meet specific needs.

Unit introduction

What has to be done when planning an event? How far in advance of an event should planning start? What can I do to make sure everything goes well? How do event organisers make sure they have enough of the right people at their events? How do companies win tenders for events? How many proposals do wedding planners give prospective clients? How do you know if an event is a success? How do you know what customers want from an event?

Poor planning leads to poor performance. The planning for the London 2012 Olympic Games began at least ten years before the opening ceremony with hundreds of people from a range of organisations involved from the submission of the bid to win the event, to the ongoing plans to deliver the legacy objectives. Even planning a school sports day would involve several people from across different organisations. Event planning involves different types of organisations including large companies organising corporate events, hotel chains and charitable organisations as well as those involved in facilities management such as security organisations, equipment providers and caterers. All of these organisations employ staff that would be involved in the planning of events. Even those directly employed in event operations have a role in planning. Their feedback will contribute to planning of future events. Feedback from those attending or planning to attend events is also critical to success. Knowing what event visitors require helps in planning the scope of the event and resources required. Research skills are critical to this part of the planning process. Researching customer needs may be carried out by specialists in that area for large scale events, but could be the responsibility of any member of an events team.

In this unit you will learn about the principles of event planning. You will build on what you have learned about the events industry and event operations to reflect on how it should be incorporated into event planning. You will develop research skills so that you can investigate customer needs and expectations. You will learn to use the results of your investigation to plan an event on behalf of an organisation.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 know the principles of event planning	**AC1.1** describe the **activities** involved in event organisation	**Activities** • Selection suitable date(s) • Finding an appropriate location/venue • Identify resources required and available • Marketing • Developing a communication strategy • Setting aims and objectives • Allocating roles and responsibilities • Setting and working within a budget • Risk assessment • Administrative processes
	AC1.2 assess event **risks**	**Risks** • Health and safety • Security • Cancellation due to external factors e.g. weather • Permissions
LO2 understand event operations	**AC2.1** explain event **finances**	**Finances** • Projected revenue • Projected expenditure
	AC2.2 explain event **administration** requirements	**Administration** • Registration • Tickets • Payment • House style • Communication (internal/external) • Notices • Invoices • Labelling

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
	AC2.3 explain how **promotional activities** contribute to achieving event objectives	**Promotional activities** • Use of social media • Use of digital media • Use of print media
	AC2.4 explain how **customer requirements** are met at events	**Customers** • Individuals • Groups • Specific needs **Requirements** • Essential • Desirable
	AC2.5 explain **resource requirements** for events	**Resource requirements** • Facility • Layout • Equipment • Hospitality • Logistics • Specialist
LO3 be able to investigate event requirements	**AC3.1** design **research tools**	**Research tools** • Questionnaires/survey/checklists • Evaluation forms • Focus groups • Interviews • Observation
	AC3.2 analyse event research	**Analyse** • Filter information • Synthesise information • Identify salient points
	AC3.3 report research findings	**Report** • Structure of information • Presentation • Tone and style of language

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO4 be able to plan events	**AC4.1** set event **objectives**	**Objectives** • SMART
	AC4.2 plan event activities	**Plan** • Sequence activities • Resources required • Timing • Monitoring • Evaluation
	AC4.3 use **planning tools**	**Planning tools e.g.** • Gantt charts • Electronic diaries • Project planners
	AC4.4 recommend event contingency plans to minimise potential **risks**	**Risks** • Health and safety • Security • Cancellation due to external factors e.g. weather • Permissions
	AC4.5 explain how experience of running events informs event proposals	**Learners should have had the opportunity to plan, run and evaluate a minimum of three events as part of the learning programme before engaging with the summative assessment.**

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Know the principles of event planning	**AC1.1** Describe the activities involved in event organisation	Outlines activities required for the proposed event. There may be omissions.	Describes the activities required for the proposed event. There may be minor inaccuracies.	Describes in detail the activities required for the proposed event. There may be omissions.	Describes clearly and in detail the activities required for the proposed event.
	AC1.2 Assess event risks	Assesses key risks to proposed event. Consideration is given to health and safety, security, permissions and cancellation although there may be omissions. Assessments are implied with evidence being mainly descriptive.	Assesses key risks to proposed event. Consideration is given to health and safety, security, permissions and cancellation. Assessments have limited but accurate reasoning.	Assesses key risks to proposed event. Consideration is given to health and safety, security, permissions and cancellation. Assessments contain reasoned statements.	Assesses key risks to proposed event. In depth consideration is given to health and safety, security, permissions and cancellation. Assessments contain reasoned statements all are appropriate and prioritised.
LO2 Understand event operations	**AC2.1** Explain event finances	Explains event finances. Evidence is descriptive with limited reasoning. There may be significant omissions and minor inaccuracies.	Explains event finances. Explanation has basic but clear reasoning. There may be some minor omissions and inaccuracies.		
	AC2.2 Explain event administration requirements	Explains event administration requirements for proposed event. Evidence is descriptive with limited reasoning. There may be significant omissions.	Explains event administration requirements for proposed event. Explanation has clear reasoning. There may be minor omissions.	Explains event administration requirements for proposed event. Explanation has clear reasoning and considers all key resource requirements.	

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
	AC2.3 Explain how promotional activities contribute to achieving event objectives	Explains how promotional activities will contribute to achieving proposed event objectives. Evidence is descriptive with limited reasoning.	Explains how promotional activities will contribute to achieving proposed event objectives. Explanation has clear reasoning.		
	AC2.4 Explain how customer requirements are met at events	Explains how customer requirements will be met at proposed event. Evidence is descriptive with limited reasoning. Reference to investigation findings is limited.	Explains how customer requirements will be met at proposed event. Evidence has clear reasoning and draws on findings of the investigation.	Explains how customer requirements will be met at proposed event. Explanation has in depth reasoning and addresses findings of investigation.	Explains with clear and detailed reasoning how customer requirements will be met at proposed event. Explanation addresses clearly all findings of investigation.
	AC2.5 Explain resource requirements for events	Explains resource requirements for proposed event. Evidence is descriptive with limited reasoning. There may be significant omissions.	Explains resource requirements for proposed event. Explanation has clear reasoning. There may be some omissions.	Explains resource requirements for proposed event. Explanation has in depth reasoning and considers all key resource requirements.	

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO3 Be able to investigate event requirements	**AC3.1** Design research tools	Designs a research tool that is appropriate.	Designs an appropriate research tools that is fit for purpose.		
	AC3.2 Analyse event research	Analyses findings. Evidence may be limited and descriptive but key aspects will be highlighted.	Analyses findings highlighting key patterns and relationships to draw mainly appropriate conclusions.	Analyses in detail a wide range of findings from primary and secondary sources highlighting causal relationships and patterns to draw appropriate conclusions.	
	AC3.3 Report research findings	Presents research findings. There is basic evidence of structure and presentation features.	Presents research findings. There is evidence of a structured presentation and consideration of appropriate language and tone. A number of presentation features are used.	Presents research findings which is mainly clear and well-structured and with appropriate tone and language. A number of appropriate presentation features are used.	Presents research findings with a clear and logical structure and appropriate tone and language. A range of highly appropriate presentation features are used to highlight key findings.

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO4 Be able to plan events	**AC4.1** Set event objectives	States event objectives. There is an attempt to present SMART objectives.	State event objectives in mainly SMART terms.		
	AC4.2 Plan event activities	Plan is presented with key actions and timelines. There may be omissions.	Plan is presented with key actions and timelines. Plan is clearly presented.	Plan is clear addressing appropriate actions and timelines for a specified event. There may be minor omissions.	Clear and detailed plan with appropriate actions and timelines for a specified event. Plan is clearly presented and uses a range of strategies for effective planning.
	AC4.3 Use planning tools	There is evidence of effective use of a planning tool to produce event plan.	There is clear evidence of the use of a range of features of a planning tool in the production of the event plan.		
	AC4.4 Recommend event contingency plans to minimise potential risks	Recommendations made are general, with reference to implied or explicit risks to a specified event. There is an attempt to reason how suggestions mitigate risk.	Recommendations made are clearly related to implied risks and a number of identified risks for a specified event. Evidence includes some reasoning for how recommendations mitigate risk.	Recommendations made are related to risks identified for a specified event. Evidence includes reasons for how recommendations to mitigate risk	
	AC4.5 Explain how experience of running events informs event proposals	Describes own experience of running events. The relationship to event proposals is implicit rather than clear.	Explains how own experience of running events has informed event proposals. Explanation has basic reasoning and is supported by evidence of direct involvement of planning and running three different events. Evidence may be weighted towards two events.	Explains how own experience of running events has informed event proposals. Explanation shows clear reasoning and is supported by evidence of direct involvement of planning and running three different events. Evidence may be weighted towards two events.	Explains clearly and effectively how own experience of running events has informed event proposals. Explanation is well-reasoned and supported by detailed evidence of direct involvement of planning and running three different events. Evidence will reflect on three events.

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting:

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to its use. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking:

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Direction on requirements for direct supervision is provided in the model assignment.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

Task marking:

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth to which the assessment criterion has been achieved by the learner.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Visits to university business and marketing departments for presentations on research and team working
- Presentations from financial experts on financing events and recording income and expenditure
- Working on a work related project planning an event with an organisation's representatives

The following are examples of approaches to delivery which could be used to enhance the learners to propose an event plan to meet specific needs.

Example 1

A representative of a local community event meets with learners to share details of the plans for the event. The representative emphasises the timelines and range of activities involved and the organisations that carried out specific activities, as well as the format for the plan. Learners then are tasked with organising a new event for the local community. Learners work in small groups to consider a range of possible events and use a planning tool to present their plans. Learners give a presentation to the representative who gives feedback on the ideas and the plans.

Example 2

Learners visit a local university to participate in team building activities with undergraduates. Learners receive input on the theory of team working before participating in a series of problem-solving activities. After each activity, learners discuss how they applied the theory of team building and assess their own team working skills.

Example 3

Learners work in groups to carry out research on behalf of the centre to determine customer needs for different events planned to take place during the year. This may include open days, sports events, performances etc. From the research, the learners plan the event and take part in running the event. They carry out research to evaluate the event and judge whether the event met customer needs.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Events organisations
- Universities
- Community groups
- Hotels and conferencing facilities
- Retail businesses
- Leisure facilities

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events

www.wikihow.com/Set-up-a-Fundraising-Event
www.childlife.org.uk/support_us/az_of_fundraising/a_to_z_of_fundraising_ideas_schools.aspx?gclid=CJvIjaCNvb0CFZShtAod3SwA-A
www.themayfairhotel.co.uk/blog/2013/08/05/guest-blog-our-10-top-tips-for-organising-a-successful-event/
http://thespecialistmediashow.com/articles/ten-tips-for-organising-a-successful#.UzmMRaBwZko

6 *ENTRY PROCEDURES*

WJEC Level 1/2 Award in Event Operations will be available for certification from June 2016.

Thereafter, each qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

7 *EXTERNAL MODERATION*

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below:

Total number of candidates	Work to be submitted (Numbers relate to alphabetical order)
1-10	All
11-19	1st and every second (1, 3, 5, 7 etc.) **plus** the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20-45	1st and every fifth (1, 6, 11, 16 etc.) **plus** the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46-99	1st and every eleventh (1, 12, 23, 34 etc.) **plus** the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

* The score is based upon the marks the learners obtain for each of the units being submitted for moderation.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- the controlled assignment brief used to set the assessment activity
- a controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- completed mark record sheets outlining which performance bands are met by the evidence
- all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor's judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

8 *AWARDING AND REPORTING*

Awarding and reporting of results in WJEC Level 1/2 Award in Event Operations will take place in August of each year.

A **Qualification Certificate,** issued at a later date, will confirm the

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)
- Unit titles contributing to the qualification

9 *ACCESS AND SPECIAL CONSIDERATION*

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

(a)   the choice of units and qualifications available, and

(b)   the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language or Irish Sign Language. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments'.* This document is available on the JCQ website (www.jcq.org.uk).

10 *POST-RESULTS SERVICES*

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

11 *CLASSIFICATION CODES*

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is xx.

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or DAQW (www.daqw.org.uk).

12 *THE WIDER CURRICULUM*

Opportunities for use of technology

Learners are expected to make effective use of ICT in ways that are appropriate to the WJEC Level 1/2 Award in Event Operations. Opportunities will arise during normal classroom activities as follows:

- use spreadsheets for recording event finances and analysing research findings
- use the Internet as sources of secondary evidence for resources useful for events
- using multi-media software to present information
- using software as a planning tool

Spiritual, Moral, Ethical, Social and Cultural Issues

Events may be organised for social, cultural and spiritual purposes and the planning and running of these events provides opportunities to discuss related issues.

Consideration of customer research findings gives rise to discussions relating to customer needs and requirements and how these may be influenced by spiritual, moral, ethical, social and cultural issues.

Citizenship

The applications and implications of planning and running events encourage the development of a responsible attitude to citizenship. An understanding that individuals have a collective responsibility is fostered in relation to various ethical issues included in the specification.

The opportunity afforded by this specification to volunteer to support the planning and running of events allows learners to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This engagement with government agencies, community groups and charitable organisations enables learners to access agencies that support individuals and groups in local communities and act as an advocate for their needs.

Environmental Issues

This specification affords candidates the opportunity to read about, write about, and discuss environmental issues associated with events. Whether considering waste disposal, noise pollution, parking issues, littering or sustainability there are opportunities to develop an awareness of environmental issues and controversies.

Health and Safety Consideration

At all times both teachers and candidates should be aware of Health and Safety issues arising from work both within and outside the centre. Risk assessments are required for all practical work whether it takes place in a classroom, community facility or outside of the centre. The specifications require candidates to develop the relevant skills and awareness of Health and Safety issues, particularly as applied to event operations.

The European Dimension

The approach used in constructing the specification lends itself to the establishment of links with other areas of study, particularly those involving economic understanding. It may also be used to illustrate the European dimension including awareness of international events.

APPENDICES

Appendix 1 – Unit Structure

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided learning hours (GLH)

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit Introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

Assessment criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

WJEC Level 1/2 Award in Event Operations units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

Appendix 2 – Skills Mapping

Personal, Learning and Thinking Skills (PLTS)

PLTS	*Unit 1*	*Unit 2*	*Unit 3*
Independent enquirers	✔	✔	✔
Creative thinkers	✔	✔	✔
Reflective learners	✔	✔	✔
Team workers	✔	✔	✔
Self managers	✔	✔	✔
Effective participators	✔	✔	✔

KEY SKILLS AND ESSENTIAL SKILLS (WALES)

Application of Number

	Unit 1	*Unit 2*	*Unit 3*
Understand numerical data	✔	✔	✔
Carry out calculations	✔	✔	✔
Interpret results and present findings	✔	✔	✔

Communication

	Unit 1	*Unit 2*	*Unit 3*
Speaking and listening	✔	✔	✔
Reading	✔	✔	✔
Writing	✔	✔	✔

ICT

	Unit 1	*Unit 2*	*Unit 3*
Use ICT systems	✔	✔	✔
Find, select and exchange information, using ICT	✔	✔	✔
Develop and present information, using ICT	✔	✔	✔

Improving own Learning and Performance

	Unit 1	*Unit 2*	*Unit 3*
Set targets using information from appropriate people and plan how these will be met	✔	✔	✔
Take responsibility for your learning, using your plan to help meet targets and improve your performance	✔	✔	✔
Review progress and establish evidence of your achievements	✔	✔	✔

Problem Solving

	Unit 1	*Unit 2*	*Unit 3*
Explore a problem and identify ways of tackling it	✔	✔	✔
Plan and implement at least one way of solving the problem	✔	✔	✔
Check if the problem has been solved and review your approach to problem solving	✔	✔	✔

Working with Others

	Unit 1	*Unit 2*	*Unit 3*
Plan work with others	✔	✔	✔
Seek to develop co-operation and check progress towards your agreed objectives	✔	✔	✔
Review work with others and agree ways of improving collaborative work in the future	✔	✔	✔

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