WJEC LEVEL 1/2 AWARD IN EVENT OPERATIONS

TEACHER GUIDANCE MATERIALS

For first accreditation 2016

Contents

**Level 1/2 Award in Events Operation
Teachers' Guide**

1 INTRODUCTION

Welcome to your WJEC tutor support pack, which has been deigned to assist you in the delivery of the Level 1/2 Award in Event Operations. This resource includes a variety of learning activities, which have been directly matched to the requirements of the specification.

It is the intention of this guide to be but one of several ways in which WJEC provides assistance to teachers delivering the specification, sitting alongside the specimen papers and CPD.

WJEC provides the following as part of its support for all specifications:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to the specification and other key documents on the main website
- CPD
- Easy access to both the Subject Officer and to administrative sections

Contact points for Level 1/2 Award in event operations

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2 MAKING TEACHING APPLIED AND PURPOSEFUL

Ofqual defines applied learning as 'the acquisition and application of knowledge, skills and understanding through tasks set in sector contexts that have many of the characteristics of real work or are set within the workplace. Most importantly, the purpose of the task must be relevant to real work in the sector'. Source: http://www.ofqual.gov.uk/501.aspx

It is important that learners recognise the knowledge, understanding and skills they develop are vocationally relevant. Applied learning can give learners 'real-life' purposeful experiences within and outside the school/college environment.
The activities within this teacher guidance document where possible adopt an applied and purposeful approach to learning.

3 MAXIMISING EMPLOYER LINKS

Some of the suggested approaches and activities are designed to enable learners to work on 'live' projects. Links with retailers are recommended to enhance the learning experience. Learning involving different types of organisations within the hospitality and catering sector will support the learners' knowledge of the wider sector. The 'live' projects benefit the learners, the school/college and the employer. The table below gives some examples of the benefits of working with employers for this qualification.

Benefits to the learner	Benefits to the school/college	Benefits to the employer
• More enjoyable and purposeful • Improved aspirations • Ability to apply skills, knowledge and understanding in future contexts and situations • Prepared for future research • Better prepared for the assessment • Develops employability skills	• More motivated learners • Improved attainment and achievement • Better links with employers • Community involvement	• Free research • Can improve the flow of young people into retail • Cuts recruitment costs • Become the employer of choice • Brand awareness • Learners may use the hospitality and catering provider and tell others due to the employers involvement

4 *FORMATIVE VERSUS SUMMATIVE ASSESSMENT*

Formative – assessment for learning. This should be used throughout the learning process to analyse the learning and feedback progress to learners.
Throughout this tutor support pack, the activities indicate suggested formative assessment.

Summative – assessment of learning. This is used once learning of the unit is complete. This assessment certifies the individual achievement of learners.

5 UNIT 1 THE EVENT INDUSTRY

5.1 Introduction to the unit

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.

5.2 Planning for the delivery of the unit

The activities in this tutor support pack are suggestions only. Each centre will have to decide whether the activities are appropriate for your learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of hospitality and catering providers and are supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' environment.

Although the suggested activities involve employer engagement please note that the majority of the activities are designed to take place within the classroom.
The suggested learning activities for this unit are broken down in to two projects (Project 1 and Project 2). Learners are to develop the knowledge, understanding and skills through the experience they will acquire in carrying out each project. Formative feedback is crucial to the learning.

5.3 Suggested learning activities: activity sheets

A selection of lesson starter activities may be found at the end of this document.

5.4 Suggested learning activities: scenarios

Unit 1: The Events Industry

Suggested Programme of Delivery

Introduction

One way of covering the learning outcomes for this unit is to teach them holistically using numerous scenarios, which will allow the learners to follow an applied process of learning. Each scenario will take a number of sessions to complete and the content will be delivered with reference to each scenario.

| Scenario 1 GLH Approx. 9 hours | Starstruck Festival is a summer music event set in the grounds of a local farm and brewery in the heart of the Welsh countryside. The festival is a perfect weekend getaway for music lovers. It is a family event and has a number of top bands. The event is relatively small with a licence for a maximum of 250 people. The local brewery sponsors the event.

There are two music tents and a smaller tent with children's entertainment. Local catering companies provide a wide range of food. The farm has a dairy selling homemade ice cream.

The farmer offers camping and 9 caravan spaces in two fields next to the event pitch.

Permission has been granted for the music to play until midnight each night.

Tickets are £45 for a 1-day ticket and £85 for the 2-day event. Camping is £9 per tent per night. Caravans are £12 per night.

The emergency services have been notified of the event. The ambulance service has confirmed that they will attend. |
|---|---|
| **Questions for learners** | What type of event is Starstruck Festival?

Which organisations will be involved in the planning, organising and running of Starstruck Festival? How do these organisations work together?

What is the maximum Starstruck could make in ticket sales?

What factors could affect the event?

What insurance should the organisers take out? |
Activities 2 hours	It may be a good start to get learners to analyse the scenario, identifying organisations involved and any risks that could affect the event.
2 hours	Learners could assess whether any risks have been minimised. Learners could explain how the event organisers could further minimise potential risks.
1 hour	Learners could discuss what the event must do to meet regulatory requirements.
1 hour	Learners could be given event predicted costs and predicted total sales. Learners could calculate the predicted profit, total sales and the breakeven points.
1 hour	Learners could be provided with information on actual bookings relating to the event i.e. festival tickets and camping or caravan reservations. Learners could record event bookings and calculate total sales. Learners could also calculate any potential lost revenue.
2 hours	Learners could be given a complaint letter linked to the event e.g. from a local resident complaining about the noise. Learners could assess the issues raised and respond to the complaint.

Resources	Learners should be provided with fictional data for the costs and number of sales for the event. **Useful websites:** http://www.ehow.com/how_4489255_organize-music-festival.html http://schools-training.com/articles/plan-music-festival.html http://lifestyle.howstuffworks.com/event-planning/party-tips-tricks/10-tips-for-musical-event-planning3.htm#page=8 http://www.glastonburyfestivals.co.uk http://glyndebourne.com http://www.creamfields.com http://www.cambridgefolkfestival.co.uk http://www.readingfestival.com http://www.thefestivalcalendar.co.uk
Scenario 2 GLH Approx. 9 hours	Collie Leisure Centre is planning a fundraising event to raise money to refurbish the football pitch. The event will take place on a Saturday. The event will start at 10 a.m. and end at 6 p.m. The following activities are planned: • Face painting priced at £3 • Outdoor football competition £1 entry • Stalls – cake, tombola, book, local produce, raffle • Barbeque selling sausages and burgers, which will be sold at £2.50 each A local butcher is donating the sausages and burgers • Collie Come Dancing competition hosted by two local celebrities £5 entry The event organisers have paid £500 for the two celebrities. The local authority has organised signage to promote the day. They have also spoken to the Collie Gazette and invited them to the event. The day before the event the organisers check the weather forecast. Heavy rain is forecast for all day.
Questions for learners	Why is the day classed as a fundraising event? Which organisations will be involved in the planning, organising and running of the Collie Leisure Centre fundraising event? How will these organisations work together? Do the organisations have different roles? Why has the local authority invited the Collie Gazette to the event? What will happen if the event is cancelled due to bad weather?

Activities 1 hour	This scenario focuses on the weather as a factor that could potentially affect the event. In groups, learners could consider how the organisers could minimise the effect of the rain that is expected on the day of the event?
1 hour	Learners could be given details of insurance cover available for events. Learners could scrutinise the content cover and decide what insurance Collie Leisure Centre should take out.
1 hour	Learners could suggest additional activities that could be added to the fundraising event. For all activities learners could identify permissions requirements and the paperwork/documentation that would need completing.
2 hours	Learners could discuss the health and safety requirements for the fundraising event. Learners could determine what the event organisers must do in order to meet regulatory requirements.
1 hour	Learners could produce a brief job role and list of responsibilities for each of the organisations involved in the fundraising event. Learners could consider how the organisations will work together to ensure that the event is a success.
1 hour	Learners could be given a number of figures relating to the event. Learners could calculate the event sales needed to make a profit. For example, calculate how many people are needed to join in the Collie Come Dancing competition in order to break even with costs.
2 hours	Learners could participate in an in-tray exercise to administer event activities i.e. complete event documentation, record events bookings for the Collie Leisure Centre fundraising event etc.
Resources	Learners should be provided with fictional in-tray event booking information for the event.
	Learners should be provided with examples of insurance cover.
	Useful websites:
	http://www.institute-of-fundraising.org.uk/guidance/code-of-fundraising-practice/guidance/event-fundraising-guidance/pre-event-planning
	http://www.macmillan.org.uk/get-involved/fundraising-events/organise-your-own-event/index.html
	http://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=512
	https://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

Scenario 3 GLH Approx. 9 hours	Great Event is an organisation that arranges themed events to suit any occasion. The next event they are organising is a Hollywood themed night for Melba International. The event will take place in a marquee in the grounds of a large hotel. Great Event will decorate the venue. The have agreed to have a red carpet at the entrance like the Oscars. They will have statues of famous actors/actresses in the entrance. The main area will have LED lighting, a Hollywood backdrop, a dance floor and chandeliers to create a glamorous effect. Great Event will also provide the security, as it is a high profile event. They are subcontracting the entertainment, a comedian and a band. They will supply the sound system and lighting.
Questions for learners	What type of event is it? What health and safety regulations must Great Event and the hotel consider? What paperwork needs to be completed for the event? What factors should Great Event consider when they are pricing the event?
Activities 2 hours	It may be a good start to get learners to analyse the scenario. Learners could discuss the legal requirements for Great Event who is the overall organiser of the themed event, and the hotel who is hosting the event. They could consider why Great Event needs to work closely with the hotel. Learners could discuss the permissions that are required.
1 hour	Learners could analyse the factors that may affect the Hollywood themed event. Learners could be split into groups to discuss different factors that need to be considered. Learners could present their key points back to the rest of the class.
2 hours	Learners could be given a plan of the event and asked to complete a risk assessment for the event.
1 hour	Learners could produce an email for Melba International detailing the recommended insurance cover for the event.
1 hour	Learners could complete a booking form for the event.
2 hours	Learners could be given some catering costs for a 3-course meal and price the hotel charge for each meal. Learners could calculate how much profit the hotel could make per head for the catering.
Resources	Learners should be provided with fictional catering costs. **Useful websites:** http://www.wikihow.com/Plan-a-Corporate-Event http://smallbiztrends.com/2013/06/small-business-event-planning-tips.html http://www.keynoteresource.com/bookspeaker.html

6 UNIT 2 EVENT OPERATIONS

6.1 Introduction to the unit

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.

6.2 Planning for the delivery of the unit

The activities in this tutor support pack are suggestions only. Each centre will have to decide whether the activities are appropriate for your learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of hospitality and catering providers and are supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' environment.

Although the suggested activities involve employer engagement please note that the majority of the activities are designed to take place within the classroom.
The suggested learning activities for this unit are broken down in to two projects (Project 1 and Project 2). Learners are to develop the knowledge, understanding and skills through the experience they will acquire in carrying out each project. Formative feedback is crucial to the learning.

6.3 Suggested learning activities: activity sheets

A selection of lesson starter activities may be found at the end of this document.

6.4 Suggested learning activities: scenarios

Unit 2: Event Operations

Suggested Programme of Delivery

Introduction

It is possible to deliver these units alongside other units. They can be taught holistically you could use a range of events that already take place in the learning environment. The purpose of this unit is for learners to have knowledge and understanding of the principles of event operations and to review their success. It is important to work as part of a team and to evaluate all areas.

Scenario 1 GLH Approx. 9 hours	Kings Academy are holding a school production over three evenings in one week. It will be held in the drama studio which has seating for 100 guests. The seats are set out theatre style so the seats at the back are higher up. There are steps at either side and in the middle of the seating area.
	The drama department have requested that the Event Operations learners coordinate the meeting and greeting of customers and ensure they are looked after throughout the evening.
	The drama department have also requested that refreshments are available during the interval. These will be held in the food teaching room as there is access to water and the room is close by.
	The school production starts at 7.00 p.m. and finishes at 9.30 p.m. The interval will be between 8.00 p.m. and 8.15 p.m.
Questions for learners	What date and times will the venue be open?
	Who is responsible for selling tickets?
	How many tickets can be sold for each evening?
	What factors could affect the event?
	What should be included in a risk assessment for the event?
	How will you communicate with the drama department so you are kept up to date with any changes that are made?
	What refreshments could be served and by whom?
Activities 1½ hours	It is a good idea to start by getting the learners to analyse as a group what might affect the event and what they should do to ensure the event runs smoothly.

1½ hours	Learners need to look at customer service. They should be able to describe the principles of customer service and explain how they will put these into action.
	Learners should explain how the event meets customer needs and who the event is aimed at.
	They need to consider how they will communicate with customers on the day? Written or verbal. They will also need to think about producing an evaluation feedback form for the customers.
1 hour	Learners should understand and be able to describe the different roles they will take on during the event. Group discussions should take place regularly to ensure all areas have been covered. Learners should explain how the principles of team work are applied in event operations.
1 hour	Learners should plan for each evening the event is running. They should have a clear understanding of health and safety for the event and produce a plan for each team member for the event.
3½ hours	Learners should communicate with the other departments to ensure all is ready by the required time i.e. seating, refreshments and greeting and seating.
	Learners should complete last minute checks prior to the event.
	Learners should meet and greet customers and interact with them.
	Learners should identify customer needs and respond when asked questions.
	Learners should contribute to the team performance. They should be able to evaluate how teams work and communicate.
	Learners should show customers where the refreshments will be held and ensure they are well looked after. Learners should deal with any problems that arise.
	Learners should ask customers for feedback at the end of the event.
1½ hours	Learners should review the event and evaluate their own and others performance during the event. They should identify what went well and what they would change for the next event.
	Learners should include feedback from others including customers and other departments that were involved.

Resources	**Useful websites**:
	www.instituteofcustomerservice.com
	www.customerserviceexcellence.uk.com
	Useful books: **Five Star Service: How to Deliver Exceptional Customer Service (Prentice Hall Business)** by Michael Heppell
	Customer Service Training 101: Quick and Easy Techniques That Get Great Results by Renée Evenso
	Customer Service Satisfaction by Tomasine Bai
	The Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events (Hospitality) by Judy Allen
	WJEC Hospitality and Catering for GCSE, Second Edition by Judy Gardiner and Jacqui Housley
	Social media: Customer Service - A GOOD example of customer service Stephen Harrison of Riverside training group acts out reasonably GOOD **customer service**. youtube.com Hospitality - Customer Service is an Experience **Hospitality** & **Customer Service** It's about your mind set of willingness, and its dedicated for your work and your **customer** or guests....youtube.com
Scenario 2 GLH Approx. 9 hours	St Wilfrids School are holding a Community Fayre in the school hall and on the adjoining field. The event will take place on a Saturday morning. It will start at 10.00 a.m. and finish at 1.00 p.m. The following activities will take place on the day: • Multi-cultural food stalls to include: Italian, Indian, Mexican, Chinese, English and African food and drink • Cake sale • Archery competition • Obstacle race • Sale of students art pieces • Dance show • Fancy dress competition • Gymnastics display The event has been advertised locally for the last month and people in the community are very interested and keen to attend. The activities planned and advertised for the day have not yet been organised fully. Some members of staff are aware of what they are doing on the day but do not know where their particular activity will be held. There does not seem to be anyone in charge of pulling the whole event together and this is causing issues that need to be resolved quickly. The

	deputy head has offered to take on this role.
	The learners have been asked by the deputy head to ensure everyone knows what they are doing on the day and to ensure excellent customer care is achieved on the day.
	The learners have been asked to organise car parking for the event at the school.
	They have also been asked to ensure the guests who arrive know where all of the events are being held.
	Any problems that arise on the day will be directed to the learners to solve.
	Learners will be issued with walkie talkies to assist in their role as organisers.
Questions for learners	Who is in charge of the overall event?
	How will the learners ensure everyone knows where to be on the day of the event?
	How will the learners ensure health and safety procedures are followed throughout the activities and when organising car parking?
	How will the learners explain to customers where all of the activities will be held? Will they produce a guide?
	What roles and responsibilities will they have on the day of the event?
	How will they communicate with everyone on the day of the event?
	How will the learners ensure they offer excellent customer service on the day of the event?
Activities 2 hours	This scenario focuses on organisation, communication and teamwork. In groups the learners should look at the issues that are causing problems in the run up to the event.
	Who will they need to speak to? How will they arrange meetings to solve these issues?
	In groups they should look at where the activities could take place with regard to health and safety and ensuring the areas are suitable for each activity. They could complete a risk assessment to ensure the areas are suitable, remembering to take into account any wheelchair users. They could also produce a leaflet or guide for customers.

1 hour	The learners should liaise with all the staff who are organising activities to ensure they are organised and ready for the day. They should help to solve any issues that may arise during this stage. The learners should think about customer needs and include strategies to deal with any customers with special needs on the day. The learners should feedback to the team any issues that they may have and resolve them together.
1 hour	Following on from the previous event the learners should look at each other's strengths and weaknesses as members of a team and organise who will take on each role on the day. Each member should take on a different role to allow them to participate in different experiences. Team members should encourage each other and offer constructive comments during the planning stage.
3½ hours	The learners should take on their roles for the event and ensure they offer excellent customer service throughout the day. They should work safely with regard to health and safety issues and monitor these during the activities. It is important that they communicate with the staff, team members and customers throughout the event. The learners must meet legal requirements during the event to ensure everyone is safe. The learners should interact with customers and staff and identify customer needs. The learners should ask the customers for feedback and respond in the correct manner.
1½ hours	The learners should evaluate the strengths and weaknesses within the team. They should recognise individual contributions in both the planning and carrying out of the event. The learners should identify areas for improvement and complete a self-review. Learners must use the feedback they have been given from others, including customers, to evaluate how they can improve both individually and as a team.

Resources	**Useful websites:**
	http://www.fetefun.co.uk/
	http://www.redcross.org.uk/en
	Useful books:
	Teamwork: Interactive Tasks to Get Students Talking by Jason Anderson
	Effective Teamwork: Practical Lessons from Organizational Research by Michael A. Wes
	Social media:
	Three funny teamwork commercials
	I created this video with the YouTube Video Editor (http://www.youtube.com/editor)youtube.com
Scenario 3 GLH Approx. 9 hours	Queen Elizabeth College are holding a parents evening to promote the College Food Trip to Italy.
	The evening will offer a chance for the staff to explain what activities will take place during the trip.
	Parents and carers will have the opportunity to ask questions and meet with the staff involved with the trip.
	The meeting will take place at 7.00 p.m. in the school hall, refreshments will be provided on arrival. A power point will be shown to parents and they will receive a breakdown of the trip details and contact numbers for use in emergencies while the students are away.
	There are 40 students going on the trip and the trip lasts for 8 days. The students will travel by coach to the resort.
	The learners have been asked to set up the room for the event and to meet and greet parents and carers at the school gates and direct them to the parking area and venue for the meeting. They have also been asked to organise light refreshments.

Questions for learners	When is the meeting taking place?
	Which staff are involved in the trip?
	What equipment is required for the meeting?
	Who will provide and serve the refreshments? What will they offer?
	How will the hall be set up to enable the event to be held and run effectively?
	Who will take on each role on the day and evening of the event?
	How will the learners ensure excellent customer service?
	How will the learners evaluate the success of the event?
Activities 2 hours	A good way to start is to analyse the scenario and identify what strategies need to be put in place to ensure a successful evening.
	Identify what equipment will be required by communicating with staff involved. Draw up an action plan for the day/evening.
	Discuss and decide on refreshments for the event.
	Discuss job roles for the event; draw on previous experience and success to determine job roles. Ensure teamwork is evident in the planning and delivery.
3 hours	Plan, prepare and make refreshments for the evening. Set up the venue for the evening. Communicate with staff to ensure everything is in place for the evening. Take into account health and safety and any special requirements for parents and carers.

2 hours	Meet and greet parents and carers. Serve refreshments and communicate with parents and carers. Resolve any issues that may arise. Clear away refreshment area quietly so as not to disturb the presentation by staff. Ask for feedback from parents about the organisation and delivery of the event. Clear up at the end of the event. Ensure parents and carers are escorted back to cars.
2 hours	Evaluate the success of the event. Draw upon previous and current experience to describe how to ensure events run smoothly and are successful.
	Include feedback from others and describe strengths and weaknesses within the group and yourself. Describe how any issues were resolved quickly and effectively with minimum fuss.
	Describe why good customer service is important and how your event met the customer needs.
	Explain what you would change and why, if you were to host the same event again.
	Describe and evaluate what you have learnt about customer service while planning and hosting the event.
Resources	**Useful websites:**
	www.wjec.co.uk teachers resources
	www.instituteofcustomerservice.com
	www.customerserviceexcellence.uk.com
	Useful books:
	Five Star Service: How to Deliver Exceptional Customer Service (Prentice Hall Business) by Michael Heppell
	Customer Service Training 101: Quick and Easy Techniques That Get Great Results by Renée Evenso
	Customer Service Satisfaction by Tomasine Bai
	The Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events (Hospitality) by Judy Allen
	WJEC Hospitality and Catering for GCSE, Second Edition by Judy Gardiner and Jacqui Housley
	Social media:
	Customer Service - A GOOD example of customer service Stephen Harrison of Riverside training group acts out reasonably GOOD **customer service**. youtube.com Hospitality - Customer Service is an Experience **Hospitality** & **Customer Service** It's about your mind set of willingness, and its dedicated for your work and your **customer** or guests.youtube.com

7 *UNIT 3 EVENT PLANNING*

7.1 Introduction to the unit

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.

7.2 Planning for the delivery of the unit

The activities in this tutor support pack are suggestions only. Each centre will have to decide whether the activities are appropriate for your learners, and it is acknowledged that local conditions may determine the approach adopted. It is strongly recommended that learning involves different types of hospitality and catering providers and are supported by as much employer involvement as possible. This approach will enable the learners to apply their knowledge and understanding to the 'real life' environment.

Although the suggested activities involve employer engagement please note that the majority of the activities are designed to take place within the classroom.
The suggested learning activities for this unit are broken down in to two projects (Project 1 and Project 2). Learners are to develop the knowledge, understanding and skills through the experience they will acquire in carrying out each project. Formative feedback is crucial to the learning.

7.3 Suggested learning activities: activity sheets

A selection of lesson starter activities may be found at the end of this document.

7.4 Suggested learning activities : scenarios

Unit 3: Event planning

Suggested Programme of Delivery

Introduction

One way of covering the learning outcomes for this unit is to teach them holistically using numerous scenarios, which will allow the learners to follow an applied process of learning. Each scenario will take a number of sessions to complete and the content will be delivered with reference to each scenario.

Scenario 1 GLH Approx. 16 hours	Your school/college has an annual end of year prom. Your group has been allocated the planning of this event. You have been instructed to plan for the actual event including the selection of the venue, invites for participants / learners and the date of the prom. Both teachers and students will attend the prom. The school has allocated £1000 towards the prom event. The final year students have also raised £1500. You are required to plan the event within the set budget.
Questions for learners	What activities are needed to successfully plan a prom event? How long do you think the planning of a prom will take? What factors could affect a prom event? How can you make sure that a prom event meets student and teacher needs? Why is a budget important? Why are objectives set?

Activities 2 hours	It may be a good start to get learners to analyse previous prom events. For example, they could look at attendee numbers, budget details such as the expenses e.g. venue costs, documents used etc. Learners could discuss the activities required for the planning of the prom event.
1 hour	Learners could design an interview research tool to investigate teachers and student ideas for the prom theme, the menu and what they expect from a prom event.
1 hour	Learners could interview learners and teachers.
2 hours	Learners could analyse the research findings and agree on one prom event idea. Learners could email the teacher, responsible for the end of year group, their ideas and explain how the proposed idea meets the needs of the teachers and learners who will be attending.
1 hour	Learners could set SMART objectives for the prom event.
2 hours	Learners could produce a plan of what needs to be done to prepare and run the proposed prom event. Learners could use planning tools for this activity.
2 hours	Learners could breakdown the budget by allocating a budget to each event activity. Learners could prepare a forecast of potential event expenses. Learners could present the information using ICT software.
1 hour	Learners could suggest ideas for promoting the prom event. Learners could give a presentation explaining how the suggested promotional activities will contribute to meeting the objectives.
2 hours	Learners could discuss the documentation required for the organising of the prom event. Learners could work in small groups. Each group could produce documentation to be used for the planning and running of the prom event. Learners could critique each document and feedback their comments.
1 hour	Learners could assess any risks that could affect the proposed prom event. Learners could suggest contingency plans to minimise any potential risks.
1 hour	In groups, learners could produce a programme for the prom event. Note: Learners should be encouraged to put their planning into practice and run the event. This will support learning across all three units and contribute to one of the three event activities that learners are required to participate in prior to the summative assessment requirements (see Unit 3 LO4 AC4.5).
Resources	**Useful websites:** http://www.andersons.com/downloads/2013-andersons-prom-planner.pdf http://www.myschoolproms.co.uk http://www.promcalendar.co.uk/national-school-prom-dates-uk/ http://www.organisemyprom.com

Scenario 2 GLH Approx. 16 hours	Your school/college wishes to organise a music concert. The concert will include musical talent from different classes.
	The event will take place at the school/college premises. The school/premises has a stage and a sports field, which could accommodate a marquee.
	The music concert will be open to the staff, students, parent/guardians and local residents. There will charge a small admission fee to cover any costs and to raise some funds for the music department.
	You have been asked to plan the music concert event.
Questions for learners	What venue would be best suited to this music concert?
	How can the event numbers be monitored?
	Why is research important when planning an event?
	What notices are displayed at events? Are any a legal requirement? Identify what notices will need to be in place at this music concert?
	Why does event promotional material often use a house style?
Activities 2 hours	It may be a good start to give learners details of the proposed event and have a question and answer session to discuss the activities required to plan the music concert.
1 hour	Learners could design questions for a focus group to investigate what customers would like the music concert to include and what would make it a success.
1 hour	Learners could conduct a focus group session to investigate what customers would like the music concert to include and success factors. The focus group could include staff, learners, parents/guardians and local residents.
2 hours	In small groups, learners could analyse the research findings. Learners could give a short presentation on what their proposal based on the findings to staff members from the music department. Learners could include an explanation of how the proposed idea will meet the needs of the potential audience.
1 hour	Learners could set SMART objectives for the music concert.
2 hours	Learners could produce a plan of what needs to be done to prepare and run the proposed music concert. Learners could use planning tools for this activity.
2 hours	Learners could produce a budget forecast of the projected revenue and expenditure.
1 hour	Learners could discuss how the music concert can be promoted. Learners could be split in to three groups. One group could discuss promotional materials using social media, the second group using digital media and the third using print media. Learners could feedback to the class how their promotional suggestions will contribute to meeting the objectives.
1 hour	Learners could set up blog or a series of tweets about the event.

2 hours	Learners could produce a resource and documentation guide explaining the requirements for the music concert.
1 hour	Learners could carry out a risk assessment for the event.
	Note: Learners should be encouraged to put their planning into practice and run the event. This will support learning across all three units and contribute to one of the three event activities that learners are required to participate in prior to the summative assessment requirements (see Unit 3 LO4 AC4.5).
Resources	**Useful websites:** http://schools-training.com/articles/plan-music-festival.html http://www.concertideas.com/pdf/CIEventPlanningGuide.pdf http://www.wikihow.com/Organise-a-Gig http://www.ideasfundraising.co.uk/organise-raffle-draw.html
Scenario 3 GLH Approx. 16 hours	Your school/college wishes to run a series of charity fundraising events. The first is to be a charity art sale event. The purpose of the event is to raise money for charity and to encourage young artistic talent. The event will display and sell students' art work e.g. paintings, sculptures, handmade pottery etc. The event will take place in the school/college premises. The charity art event will be open to the staff, students, parent/guardians and local residents. There will be no admission fee. All costs must be covered by sales. Each exhibit will be displayed and the artist details and the sale price must be made available to guests attending. Your class has been asked to plan and run the event.
Questions for learners	What resources will be required to run the art event? How could the event be promoted to maximise fundraising opportunities? How could the artwork be displayed? Does the school/college need to register with a charity? What is needed to develop a customer database for future events? Identify some other activities could be included in the event to raise money for charity?

Activities 2 hours	It may be a good start to give learners details of the proposed event and ask them to discuss the activities required to plan the art event.
1 hour	Learners to design a vehicle for establishing the art available for sale and to identify what to charge for the artwork. Learners could also design a mystery shopper observation checklist to assess the ambience and display of artwork at a local gallery to help them design their own display.
1 hour	Learners could also design a mystery shopper observation checklist to assess the ambience and display of artwork at a local gallery to help them design their own display.
2 hours	Learners could visit an art exhibition or gallery and complete the mystery shopper observation checklist to assess how well the work was exhibited.
2 hours	In small groups, learners could analyse the research findings. Learners could produce a proposal for the charity art event for the art department to approve. Learners should use the research findings to support the proposal. The proposal could include SMART objectives for the charity art event.
2 hours	Learners could produce a plan of what needs to be done to prepare and run the charity art event. Learners could use planning tools for this activity.
1 hour	Learners could produce an inventory of artwork to be sold and price the items. Learners could produce a budget forecast of projected revenue and expenditure.
2 hours	Learners could discuss how the charity art event can be promoted. Learners could discuss how their promotional suggestions will contribute to meeting the objectives. Learners could produce a press release to go on the school/college website and produce posters to promote the event.
1 hour	Learners could produce a checklist of resource and document requirements for the charity art event.
2 hours	Learners could carry out a risk assessment for the charity art event. Note: Learners should be encouraged to put their planning into practice and run the event. This will support learning across all three units and contribute to one of the three event activities that learners are required to participate in prior to the summative assessment requirements (see Unit 3 LO4 AC4.5).
Resources	**Useful websites:** http://www.pta.co.uk/events/step-by-step-guides/art-exhibition.aspx http://www.entertainment.com/fundraising/fundraising-ideas/school/fundraising-plan http://www.institute-of-fundraising.org.uk/guidance/code-of-fundraising-practice/guidance/fundraising-in-schools-guidance http://www.savethechildren.org.uk/sites/default/files/documents/FR_main_web_1.pdf

8 *PREPARING LEARNERS FOR ASSESSMENT*

Externally assessed units

Unit 1: The Events Industry

The tutor support pack provides learning activities, which support learners in developing the knowledge, understanding and skills required in this unit.

If a learner is not ready for assessment, further learning should take place.

Prior to summative assessment of this unit, it is important learners:

- Understand the structure of the events industry
- Know how events comply with regulatory requirements
- Understand factors that affect the success of events
- Are able to process event operations

In addition to the knowledge and understanding of content it is important to be sure that learners are able to:

(a) Respond to a range of different question types e.g. Multiple choice, short answer, identify from a list , re-ordering from a list
(b) Have experience of on-line question papers: GCSE Catering and Hospitality past papers are a good starting point
Contact Laura.crook@wjec.co.uk
(c) Have an understanding of key terms that may be used in External assessment papers

Describe	*provide information with detail, paint a picture in words*
Explain	*give reasons*
Assess	*to make a judgement with reasoning*
Summarise	*give a shortened version using own words*
Analyse	*examine in detail, break into component parts, examine relationships*
Present	*organise and communicate in a way that can be clearly followed and understood. Often refers to oral communication skills and may include use of supporting information.*
Record	*obtain and store data and information*

Internally assessed units

Unit 2: Event Operations

A model assignment has been provided by WJEC. The controls are clearly set within the unit specification and the model assignment.

You may wish to use the checklist to ensure any changes to the assignment take account of the control requirements. If you answer no to any of the following, the assessment will require adjusting before it is submitted to learners.

Checklist			
Unit 2	**Yes**	**No**	**Notes**
Is the assessment exactly as in the model assignment			
Do the tasks remain the same?			
Does the purpose of the assessment remain the same?			
Is the time allocated to the task a total of 6 hours?			
Is it an individual rather than group assessment?			
Is the assignment summative?			

Unit 3: Event Planning

A model assignment has been provided by WJEC. The controls are clearly set within the unit specification and the model assignment.

You may wish to use the checklist to ensure any changes to the assignment take account of the control requirements. If you answer no to any of the following, the assessment will require adjusting before it is submitted to learners.

Checklist			
Unit 3	**Yes**	**No**	**Notes**
Is the assessment exactly as in the model assignment			
Do the tasks remain the same?			
Does the purpose of the assessment remain the same?			
Is the time allocated to the task a total of 6 hours?			
Is it an individual rather than group assessment?			
Is the assignment summative?			

9 *APPENDICES*

Starter lesson activity sheets

UNIT: 1.0	**EXAM LEVEL: Level 1/2**

AREA OF STUDY

Types of events

Key Points:

Learners need to have an awareness of different types of events e.g. fundraising, corporate, social (LO1)
Learners need to know the advantages and disadvantages of different types of events
Learners to be able to identify factors affecting success of events (LO3)

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Finding, selecting and exchanging information;
Improving own learning and performance; Working with others - plan, do and review.

INSPIRATION FOR TEACHING

Example

Activity Name: Exploring types of events (recap session to review learning)

- Teacher to place cards around the classroom which identify different types of events

- Students to work in pairs to produce an explanation of the type of event and give an example

- One of the pair to write the defination on the interactive white board

- When the list is complete, students to swop cards

- Students to decide on at least one factor that could affect the success of such an event

- Teacher to add the extra details to the events on interactive white board

USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

WJEC Suggested programme of delivery

List of Related External Resources

UNIT: 1.1   **EXAM LEVEL: Level 1/2**

AREA OF STUDY

Who needs to be involved when planning an event? (LO1)

Key Points:

Learners to gain an understanding of the roles and responsibilities of organisations involved in events. AC1.2
Learners to have the opportunity to research and identify who needs to be involved when planning events.

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Working with others- plan, do and review.

INSPIRATION FOR TEACHING

Example

Activity Name: Organisations working together

- Students to have notes available to access on roles and responsibilities of organisations involved in events

- Teacher to produce a calendar of events carried out during the school year (may be hypothetical) e.g. Parents evenings, staff association quiz, school Christmas fete , school production

- Students to work in pairs on a chosen event

- Students to script and act out the discussion that needs to take place to confirm the organisations that will need to work together to make the event a success

USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

List of Related External Resources

UNIT: 2.0	EXAM LEVEL: Level 1/2

AREA OF STUDY

Regulatory requirements

Key Points:

Learners need to be able to describe how events meet regulatory requirements (2.1)
Learners need to be able to identify permissions required when organising an event (2.2)
Learners need to be able to identify all the insurance requirements linked to event management (2.3)

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others - plan, do and review.

INSPIRATION FOR TEACHING

Example

Activity Name: Matching game Pairs (teacher needs to design resources)

- Split the class into groups
- Give out pre prepared cards on regulations, permissions and insurance requirements and the partner card which explains the meaning / definition e.g. (i) Entertainment licence = permission to have loud music i.e. disco until 12 midnight
- (ii) A pop bands music system "blows up" = need to claim on their EQUIPMENT insurance
- Split the class into 3 groups, each group produces a poster on 2.1, 2.2 or 2.3

USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

List of Related External Resources

UNIT: 2.1	EXAM LEVEL: Level 1/2

AREA OF STUDY

Understand the role of customer service in events

Key Points:

Learners need to have an understanding of the principles of customer service (needs to have been taught prior to this activity) AC1.1
Learners need to know the different ways of communicating with customers AC1.3

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others - plan, do and review.

INSPIRATION FOR TEACHING

Example

Activity Name: Effective customer service

- Learners to listen to an audio clip of a customer making a booking (link below)

- Ask the learners to make a note of what is positive/negative about the communication

- Learners to identify the type of communication

- Extension activity

- Learners to write and act out their own script for booking customers into a conference being held at their centre/school

- Learners to produce a PowerPoint guide for a new colleague to advise them how to greet customers and take a booking

- Face to face

- On the telephone

USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

WJEC Suggested programme of delivery

http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit1telephone/5flights.shtml

UNIT: 3.0	EXAM LEVEL: Level 1/2

AREA OF STUDY

Key Points:

Learners need to know the advantages and disadvantages of different types of events (LO1 and 4)
Learners need to be able to compare and contrast appropriateness of suggested events

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others- plan, do and review.

INSPIRATION FOR TEACHING

Example

Activity Name: Name that event in one!

- Split the class into groups of 3-5

- Present each of the groups with the same scenario (see below) and ask them to choose a type of event to fit the purpose intended

- All groups to present a pitch for the event

- Verbal via a PowerPoint if time allows

- Teacher to choose most suitable/make a final decision

Starter activity for a number of lessons

Extension; in order to cover unit 2, students could undertake the winning event.

USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

1.   A local sports club have sub contracted the Event Extraordinaire team to organise an event to promote their service as participation in their sessions has diminished over the last 3 years.
2.   You are on day release with the Events company and have been given the challenge of working with the team on this task.
3.   Plan an event that you believe would meet their needs

UNIT: 3.1	EXAM LEVEL: Level 1/2

AREA OF STUDY

Key Points:

Learners need to know the need for contingency planning when planning events
Learners need to be able to suggest contingency plans for suggested events

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others- plan, do and review.

INSPIRATION FOR TEACHING

Example

Activity Name: What can go wrong?

- Teacher to write a list of risk to events on the board e.g. School summer bbq, church Christmas fete

- Teacher to ask random learners to give an example of a risk e.g. weather: school summer bbq

- Teacher to record on the board

- Learners to work in pairs to think of contingency plans for each event

- Learners to present their ideas

- Fellow class members to judge suggestions

Extension activity: using the information discussed in the lesson, learners to produce a hand-out to give to a student on work experience at an Event planning company of suggested contingency plans for events.

USEFUL INTERACTIVE RESOURCES

Educational Resources > Subject Page > Specific Resource

http://www.learnmanagement2.com/contingencyplanning.htm

CONTINGENCY PLANNING
www.learnmanagement2.com

Event	Likelihood of event occurring	Impact on business	Priority	Solution to deal with event	How	Who	By When
Heavy snowfall preventing key staff attending work	High	High	1	Key staff to work from home during the event	Provide staff with laptops and remote access to firm computer network Provide staff with mobile phones	IT Department	30-Jun-12
Head Office damaged by fire	Medium - Low	High	4	Run the business from temporary premises	Source firms which provide temporary office space and agree provisional contracts	Property Services	31-Aug-12