OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

BUSINESS ADMINISTRATION

Cambridge
TECHNICALS
2016

Unit 7

Support the organisation of an event

Model assignment

j/617/0728

Guided learning hours: 60

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Contents

Please note:
You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and model of tasks that are typical of how an administrator may support the organisation of an event, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

This is a practical unit which will involve learners working as a member of a team to organise an event for their school/college. The event selected for this assignment will vary according to the needs and tradition of the school/college. It must be appropriate for the centre's needs and the abilities of learners. The scale of the event must provide sufficient scope for learners to meet the requirements of the unit. Possible events may include:

- Christmas concert
- Outdoor summer music event
- Drama production
- Careers fair
- Regional schools network event
- Science fair
- Host an event for local feeder primary school pupils as part of their 'moving up' preparation
- Sports day
- End of year art show
- Curriculum enterprise day for another year group

Tutors may decide to specify a particular event or invite learners to plan an event of their choice. If learners are given freedom to choose it is important that they secure agreement regarding the suitability of their choice from their tutor before starting work.

Tutors need to approach the Senior Leadership Team of their school/college to gain approval for the event and any necessary budget/resources, if required, prior to issuing this assignment to their learners. Learners must be able to plan, coordinate and make key decisions about the event (under the supervision of the tutor where appropriate). Learners are expected to be able to source their own suppliers where required.

Learners must be allowed appropriate time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. The evidence will be produced over several sessions as learners will be liaising with external stakeholders and may be waiting for responses to requests made.

Each learner must produce individual and authentic evidence for each task within the assignment, relating to the specific aspect of the event's organisation that they were responsible for. The work that the learner produces will illustrate the role that they played as part of the group.

Centre staff may offer guidance and support to learners. This assistance should be limited to checking that learners understand what is expected of them and offering general feedback that supports the learner to take the initiative in making improvements/developments, rather than detailing what changes should be made. Tutors must not provide model answers, work through answers in detail or recommend specific amendments to enhance the work produced.

Learners may use information from any relevant sources to support them with producing evidence for the tasks. They must be aware of the need to cite and reference any sources and of the risk of plagiarism.

Resources to complete the tasks

There are resource requirements for this assignment. Depending on the nature and requirements of the event, every learner will need access to the following resources:

- Internet-enabled computers and facilities to communicate with internal and external partners, e.g. a telephone, email account etc.

- For task 2 - a room to hold team meetings where relevant.

Learners may also need access to appropriate software (word processing, spreadsheets, desktop processing/design) to complete the tasks.

Learners may be required to find external partners/suppliers to support the delivery of the event.

Health and Safety and the use of resources

Learners will need support from relevant personnel when staging and running the event. This support will include ensuring the health and safety of people attending the event and staff/learners supporting it.

Time

You should plan for learners to have 8–14 hours to complete this assignment. This time allocation does not include the time required to set up the event, run it and clear away afterwards as the time devoted to this will vary according to the nature and complexity of the event.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence over several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence *could* take for each task. For example, if we say 'You could include a report on …', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence according to the requirements and nature of the event, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the 'Internal Assessment' section of the qualification handbook (section 8).

Group work

This assignment has been written to allow for group work to support the organisation of an event. Although learners will be making decisions as a team, they are responsible for producing their own evidence to meet the assessment criteria. Each learner will be responsible for a specific aspect of the event's organisation and it is important that the learner keeps track of all individual elements that they have completed. You must be sure that each learner can produce evidence of their own contribution to each grading criterion.

When learners are working in teams, you must make sure that:

- all team members have equal opportunity to evidence their skills, knowledge and understanding
- you consider the team composition, for example with regard to learners' preferred learning/reviewing styles
- you consider the number of team members (though this is less important than the management and structure of the team) – small groups of three to six learners could comprise a team
- you monitor the team as work progresses so that you can be confident all learners are meeting the grading criteria.

You can give constructive feedback to learners about working as a group and direct them on teamworking skills, because evidence of teamworking skills is not required by the unit.

If witness statements are used to support learners' evidence, you have to complete an individual, personalised statement for each learner, evidencing the learner's individual contribution.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own materials to support a different scenario, they must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Certificate or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q   ***What do I need to do to pass this assignment?***

A   You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q   ***What do I need to do if I want to get a merit or distinction for this assignment?***

A   For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q   ***What help will I get?***

A   Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q   ***What if I don't understand something?***

A   It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q   ***I've been told I must not plagiarise. What does this mean?***

A   Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q   ***What is referencing and where can I find out more information about it?***

A   Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the *The OCR Guide to Referencing* available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.

Q	*Can I work in a group?*
A	Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q	*Does my work for each task need to be in a particular format?*
A	You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you about this. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include a mind map of your ideas', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q	*Can I ask my tutor for feedback on my work?*
A	Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q	*When I have finished, what do I need to do?*
A	If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q	*How will my work be assessed?*
A	Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners
Unit 7: Support the organisation of an event

Scenario

Supporting an event

Most organisations need to run an event from time to time and so supporting the organisation of an event is an undertaking that most people working within a business administration role will encounter.

Your school/college operates a number of events throughout the year. The Senior Leadership Team (SLT) is aware that you have been studying Business Events as part of your Cambridge Technical course and has asked you to demonstrate what you have learnt throughout your study of this qualification by working as part of a team to support the organisation of an event at your school/college.

The event must be agreed in advance with your tutor and SLT to ensure that it meets the requirements of this unit. Possible events may include:

- Christmas concert
- Outdoor summer music event
- Drama production
- Careers fair
- Regional schools network event
- Science fair
- Host an event for local feeder primary school pupils as part of their 'moving up' preparation
- Sports day
- End of year art show
- Curriculum enterprise day for another year group

You will need to work as part of a team, so responsibilities and tasks must be divided as equally as possible. You will be responsible for a specific aspect of the event organisation and the work that you produce will illustrate your individual role.

The team will need to identify and source the resources required to run the event. You will support the production of the event materials and communicate effectively with all relevant parties. During your event preparations you will need to keep the other members of your team informed of your progress and support solutions to any problems that may be encountered to ensure that the event is a success. During the event you will support its running by taking a hands-on role. It is recommended that you keep a diary.

After the event you will review your own performance so you can identify strengths and areas for improvement.

The tasks

This assignment will include elements of group work, so it is important that you keep track of all individual elements of work that you have completed. Although you will be making decisions as a team, you are responsible for producing your own evidence to meet the grading criteria. If the evidence that you provide is not your own work, this will be considered as malpractice.

Task 1: *Identify and source event resources*

(This task should take between 4 and 7 hours.)

Learning Outcome 1: **Be able to identify resources needed to support the organisation of a business event**, is assessed in this task.

Learning Outcome 2: **Be able to source event resources**, is assessed in this task.

Learning Outcome 3: **Be able to make and confirm event arrangements with relevant parties**, is assessed in this task.

Your task is to plan and prepare for the event by:

- Working as a team to identify the resources required to organise and run the event, including:
  - o Human resources
  - o Physical resources
  - o Consumables

- Working as a team to identify the individuals responsible for sourcing each of the required event resources. Each member of the team must be individually responsible for sourcing and booking/arranging resources from one of the three resource categories.

- Outlining any constraints that may affect your choice of, and the availability of, your allocated resource(s).

- Explaining how you found appropriate suppliers for your resource(s) and your objectives when selecting and working with the suppliers. You must identify a chosen supplier for your resource(s).

- Arranging for production of, or booking, the resource(s) required to run the event for which you are responsible (e.g. event materials and documents or venue/accommodation).

- Communicating and confirming arrangements for the event for which you are responsible to all relevant parties (e.g. guests, organisers, suppliers). Ensure you use appropriate communication channels in each case, and explain why the methods of communication you used were appropriate for each stakeholder.

Your individual work **could** also:

- Identify a range of sources/options that you used to obtain your resources, including the advantages and disadvantages of each source.

You **could** also:

- Create a best-practice process for others for future booking/arranging of resources, including recommendations for the prevention of issues, based on a review of your experience (e.g. a flowchart, a set of Frequently Asked Questions (FAQs) etc.).

Pass	Merit	Distinction
P1: Identify the resources they need to source to aid the organisation of an event and any relevant constraints		
P2: Investigate sources that can provide the resources required for an event	M1: Identify a range of sources for their resource, including the advantages and disadvantages of each source	D1: Create a best-practice process for others for future booking/arranging of resources, including recommendations for the prevention of issues, based on a review of own experience
P3: Arrange for production of, or book, the required resources with their chosen source		
P4: Communicate the arrangements for an event to relevant parties, using appropriate communication channels		

Evidence

A **plan** that outlines the job roles/responsibilities for planning, organising and running the event with specific details of how they will be allocated amongst group members.

An outline of the resources required to organise and run the event. Specific details of the allocation of responsibility for sourcing and booking the resources.

Examples of quotes obtained and documents to demonstrate the process/criteria used to select appropriate suppliers of resources and event materials. Evidence of communicating with suppliers and partners (internal and/or external) should be included, e.g. emails, records of telephone calls, website screenshots etc. An explanation should be included of why the communication methods used were appropriate in each case.

In order to achieve the higher grades, you could also identify and describe the different factors that influenced the resource decisions you made, detailing the reason for your resource decisions and the reasons why alternative options were rejected.

Task 2: Successful progress

(This task should take between 2 and 4 hours.)

Learning Outcome 4: **Be able to inform other team members of progress against the plan**, is assessed in this task.

Learning Outcome 5: **Be able to plan to prevent problems with a business event**, is assessed in this task.

Your tasks are to:

- Create a progress report to share with the event team and participate in regular communications with members of the team regarding your progress against the event plan.

- Identify the steps you will take to mitigate the likelihood of problems occurring with your aspect of the event's organisation. Ensure all arrangements for which you are responsible have been double-checked (e.g. availability and timings of resources/people, transport bookings, production of materials on schedule), and detail why you believe the risk of any problems occurring is as low as possible.

- Support the running of the event.

Your report could also include:

- An outline of the dependencies between your own tasks and those of others.

You could also:

- Assess the problems most likely to occur and produce a contingency plan to address them.

Pass	Merit	Distinction
P5: Create a progress report and share it with the event organisation team using appropriate communication channels	M2: Update their report showing dependencies between own tasks and those of others	
P6: Take steps to mitigate the likelihood of problems occurring		D2: Assess the most likely problems and produce a contingency plan to address them

Evidence
A progress report covering your role in the event organisation. Evidence of your regular communications with members of the event team could come from various sources including copies of emails, records of telephone calls/discussions, the team task plan, notes from team meetings. An outline of why other team members need to be informed of your progress against the plan and potential challenges/solutions that you have considered could be presented as a written account, mindmap or PowerPoint slides. In order to achieve the higher grades, your report should clearly show the dependencies between your tasks and those of others involved in organising the event. You could also produce a contingency plan, which details how the team could realistically deal with the problems which you have assessed as being the most likely to occur. There should be multiple forms of evidence to demonstrate that you effectively and reliably supported the running of the event. The evidence should include both feedback of your individual performance and feedback of the team's performance. These could include: • **witness statements** from your assessor and other stakeholders e.g. an exhibitor • **video and/or audio** of the event • **feedback** from delegates, exhibitors and the senior leaders at your school/college, that will be included in your evaluation in task 3.

Task 3: *Review your performance*

(This task should take between 2 and 3 hours.)

Learning Outcome 6: **Review your own performance when organising a business event**, is assessed in this task.

Your tasks are to:

- Review your own performance in supporting the organisation of the event. You must consider the tasks/areas that you were responsible for and identify your strengths and areas for development relating to your performance. You must identify any aspects that you would do differently if you were to organise a similar event in the future

Your work could also include:

- A discussion of own self-assessment with a colleague to confirm areas for improvement and future development

Pass	Merit	Distinction
P7: Review own performance in supporting the organisation of an event, identifying strengths and areas for development	M3: Share and discuss own self-assessment with a colleague to seek their opinions and confirm areas for improvement	
Evidence		
A report or presentation which evaluates your performance in supporting the organisation of the event.		

A report or presentation which evaluates your performance in supporting the organisation of the event.

The report or presentation must also include a review of your own personal performance during the event preparations and running it. You should identify and focus on your strengths and also areas of your own individual performance that you wish to develop in the future.

In order to achieve the higher grades, your report or presentation should include a discussion of own self-assessment with a colleague to confirm areas for improvement and future development. Records of the discussion (e.g. video evidence, notes etc.) should be included.

Evidence Checklist

OCR Level 2 Cambridge Technical Diploma in Business Administration
Unit 7: Support the organisation of an event

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Identified the resources you need to source to aid the organisation of an event and any relevant constraints? (P1)	
Investigated sources that can provide the resources required for an event? (P2)	
Arranged for production of, or booked, the required resources with your chosen source? (P3)	
Communicated the arrangements for an event to relevant parties, using appropriate communication channels? (P4)	
Created a progress report and shared it with the event organisation team using appropriate communication channels? (P5)	
Taken steps to mitigate the likelihood of problems occurring? (P6)	
Reviewed your own performance in supporting the organisation of an event, identifying strengths and areas for development? (P7)	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Identified a range of sources for your resource, including the advantages and disadvantages of each source? (M1)	
Updated your report showing dependencies between your own tasks and those of others? (M2)	
Shared and discussed own self-assessment with a colleague to seek their opinions and confirm areas for improvement? (M3)	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
Created a best-practice process for others for future booking/arranging of resources, including recommendations for the prevention of issues, based on a review of your experience? (D1)	
Assessed the most likely problems and produced a contingency plan to address them? (D2)	