

# Unit 20: Planning and Running a Sports Event

**Unit code:** H/502/5542

**QCF Level 2:** BTEC First

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

This unit gives learners the opportunity to be involved in the planning, organising and running of a sports event.

## ● Unit introduction

For many leisure and recreation providers, event planning and management is a major undertaking that requires staff teams to work together in order to meet participant or customer needs. The aim of this unit is to develop learner knowledge and skills so they can effectively plan, implement and review a sports event of their choice. This unit will be particularly relevant to learners who aspire to work in the sport and leisure industry and related areas.

The first part of the unit will give learners the opportunity to take part in planning a sports event. They will investigate all aspects of planning a variety of sports events before applying this knowledge to plan their own event.

The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time. The type of event may include a sports competition or activity day. Alternatively, an event may be generated specifically for this unit, such as the organisation of an educational sports event, a summer sports training camp or a sports charity dinner/fundraiser.

After undertaking the planning process, learners will have the opportunity to participate in the running of the actual event, enabling them to put their planning into practice.

Throughout the unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records of meetings, consider the problems that may arise and suggest how to respond to them.

For the final part of the unit, learners will need to review the success of the event using feedback and information collected from all of those involved, including peers, the tutor, customers and participants.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to plan a sports event
- 2 Be able to contribute to the organisation of a sports event
- 3 Be able to contribute to the running of a sports event
- 4 Be able to review the success of a sports event.

# Unit content

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## 1 Be able to plan a sports event

*Planning process:* nature of event (type, size, aims and objectives, location); target audience; timings; identifying resources; staffing; budget; costings; constraints; contingency planning; identifying roles and responsibilities; meetings (frequency, documentation, records); risk assessment; disclaimers/informed consent; first aid procedures; promotional activities; method(s) for event evaluation; personal diary (log of notes, record of team meetings, meeting outcomes, actions arising)

*Sports event:* eg sports competitions, sports activity day, summer training camp, educational event, sports charity dinner/fundraiser, community-based event, indoor event, outdoor event

## 2 Be able to contribute to the organisation of a sports event

*Participant or customer requirements:* event type; aims and objectives eg fundraising, providing information, education, raising awareness, health, fitness, wellbeing; participant or customer needs and satisfaction

*Organisation:* resources eg venue, finance, transport, staffing, equipment, information, catering, entertainment; participation (roles, responsibilities, teamwork, meetings, communication); health and safety; contingencies eg weather, accident, change in numbers, staff shortages, equipment not arriving

## 3 Be able to contribute to the running of a sports event

*Setting up:* eg signs, sports equipment, entertainment, food and drink service areas, other equipment eg seating areas

*During event:* eg responding to unexpected occurrences, food and drink service, meeting customer requests, instructing, officiating, monitoring, supervising

*Setting down:* eg sports equipment, waste disposal, signs

## 4 Be able to review the success of a sports event

*Methods for collecting feedback:* documentation eg questionnaires, observation sheets, witness statements, customer comment cards

*Review:* sources of feedback, eg self, team, assessor, participants, customers

*Success:* against aims and objectives; against budget; deviation from plans; strengths and areas for improvement; recommendations for future events

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> produce a plan for a chosen sports event, outlining the planning process to meet given participant or customer requirements [IE2, SM3]	<b>M1</b> produce a plan for a chosen sports event, explaining the planning process to meet given participant or customer requirements	
<b>P2</b> contribute to the organisation of a chosen sports event [TW1, TW5, SM3, EP3]		
<b>P3</b> contribute to the running of a chosen sports event [TW1, TW5, SM3, EP3]		
<b>P4</b> design and use methods for collecting feedback on the success of a sports event [IE2, RL2]		
<b>P5</b> assess feedback received, identifying strengths and areas for improvement. [RL3]	<b>M2</b> assess feedback received, evaluating strengths and areas for improvement, providing recommendations for future events.	<b>D1</b> assess feedback received, analysing strengths and areas for improvement, justifying recommendations for future events.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

The purpose of this unit is to develop learner understanding of event planning and their own planning and organisational skills, by working as a team and taking individual responsibility for specific tasks. In order to successfully achieve this unit, learners must be given the opportunity to plan, organise and run a sports event of a suitable type, size and complexity. Although learners will work in a group to achieve this, tutors must take care to ensure that each learner produces sufficient individual evidence to meet the assessment and grading criteria. Evidence for this is likely to take the form of a learner portfolio supported by checklists, observation records and witness statements.

This unit is predominately practical in nature and should be delivered so that learners have maximum opportunities to take responsibility and ownership for planning and running a sports event. Learners should work in small teams or groups to plan and deliver their event, although the review and evaluation of the event should be undertaken individually. It is extremely important that each individual member of the team provides sufficient evidence to meet the assessment and grading criteria, and that achievement is supported, where appropriate, by witness testimony or observation records provided by the tutor.

Before they start to look at their own event, learners will need input on the processes involved in planning an event. In planning the event, learners will be expected to keep ongoing records of meetings where the planning process has been discussed, roles and responsibilities identified, and progress monitored. Learners should be encouraged to consider problems and issues that might arise, and make suggestions for responding to these. Learners must also give due consideration to the health and safety issues associated with running the chosen event and ensure that the health, safety and welfare of participants or customers is ensured throughout.

When delivering the planning process tutors could encourage learners to investigate the planning of local events, such as a school sports day or a summer fete. Visits to local hotels, function suites or leisure centres could provide a valuable insight into the planning involved in organising conferences or other events such as weddings and company dinner/dances. Visiting events in the early stages of the unit may help when learners are investigating the requirements of the event planning process. Guest speakers, such as event organisers from local industry, could be invited to talk to learners about the intricacies of the event planning process. Learners can use and apply this knowledge to assist the planning and actual running of their sports event.

For this unit, the event should be a 'one-off' which requires a significant amount of planning, for example, between 8 and 12 weeks, and which the tutor regards as being appropriate in size, type and complexity. Suggested events include sports competitions, sports activity day, summer training camp, educational event or a sports charity dinner/fundraiser.

The tutor must take overall responsibility for the event but learners should take responsibility for their own roles and individual responsibilities as identified in the planning process. Learners will need to contribute to the running of the event – ie, setting up, during event and setting down. Communication is vital in the event planning process and each learner should be expected to keep a diary or log of the stages involved in the process, including notes and/or minutes taken at more formal team planning meetings.

Finally, learners will need to review the success of the sports event. They may choose to design a customer comment card and collect feedback from customers or participants, as well as other team members and their tutor. The feedback can be collected by the team or group that they have worked with, but the review of the feedback must be undertaken individually. The tutor should also complete an observation record to confirm the criteria met/not met. Before learners produce their personal evaluation of the sports event, it would be useful for the tutor to arrange a formal de-brief session.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor overview of the unit
<b>Assignment 1: Planning a Sports Event (P1, M1).</b> Tutor introduces the assignment brief
Tutor input and group discussion: types of sports events. Organisation of learners into small teams/groups
Team meeting 1: learners work in their teams to discuss the planning process. Minutes recorded
Guest speaker: leisure centre manager – organising a sports event and the key features of event management. Includes time for questions
Team meeting 2: learners work in their teams to discuss the planning process. Minutes recorded
Preparation of the learner's personal diary and portfolio of evidence. Learner activity
Formal lecture: budgets and costings. Includes learner activity focusing on budgets
Group discussion: contingency planning and health and safety considerations. Includes time for learners to prepare disclaimers
Team meeting 3: learners work in their teams to discuss the planning process. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence
Group visit to local wedding fayre or sports conference
Team meeting 4: learners work in their teams to discuss the planning process. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence
Organising resources for the event: learner activity in teams
Preparing promotional materials: learner activity in teams
Team meeting 5: learners work in their teams to discuss the planning process. Minutes recorded. Includes time allocated for learners to update their personal diary and maintain their portfolio of evidence
Interactive lecture and group discussion: methods for collecting feedback
Team meeting 6: learners work in their teams to discuss the planning process and prepare methods for collecting feedback. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence
<b>Assignment 2: Running a Sports Event (P2, P3, P4, P5, M2, D1).</b> Tutor introduces the assignment brief
Running a sports event: learners work in their teams to deliver the sports event. Includes time to collect feedback
Tutor-led de-brief following delivery of sports event
Team meeting 7: learners work in their teams to discuss and review the feedback collected. Minutes recorded. Includes time for learners to update their personal diary and maintain their portfolio of evidence
Learner activity – individual review of the sports event
Learner activity in teams – preparation of group presentation to review the sports event
Learner group presentations: event review
Review of reflective practice of unit and assessment activities

## Assessment

For P1, learners need to produce a plan for their chosen sports event which outlines the planning process. The plan must include how they intend to meet the event aims and objectives and ensure the health, safety and welfare of participants or customers throughout. The plan must also include what promotional activities will be produced to promote the event and how the event will be reviewed and evaluated.

For P2, learners must show evidence of their contribution to organising their event. This may be a diary or log. An observation record must be completed by the tutor to support achievement.

For P3, learners must produce evidence to show they have contributed to and participated in the running of an event. The evidence should include records of meetings or task sheets produced before the event, together with witness statements and observation records from the tutor showing that the learner has been involved in all stages of the event; during setting up, during the event and during setting down.

For P4 and P5, learners must decide how they are going to review and evaluate their sports event and its success. They will need to have evidence of designing various methods of collecting feedback, for example, customer comment cards and feedback forms, to be used with participants, customers, other team members and the tutor. Learners must also show that they have collected feedback following the event, a witness statement provided by the tutor could confirm this. Although learners may collect feedback as part of a team or group, each member should produce an individual evaluation of the sports event with suitable recommendations for improvement. The evaluation may be documented, or learners could meet this criterion by presenting an individual review identifying strengths and areas for improvement.

For M1, which links to P1, learners must provide their plan and an explanation of the planning process. For M2, which links to P5, learners must review in detail the feedback received, producing an evaluation of the strengths and areas for improvement. Learners should provide recommendations for organising future sports events.

For D1, which builds on M2, learners must collate all the feedback collected, summarise it, and analyse the strengths of the event and areas for improvement. Learners should justify their recommendations for future sports events, providing reasons and/or evidence to support their statements.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Planning a Sports Event	Learners work in teams or small groups to plan a sports event of their choice.	Individual written plan and group presentation Witness testimony
P2, P3, P4, P5, M2, D1	Running a Sports Event	Learners work in teams or small groups to deliver a sports event of their choice.	Portfolio of evidence, practical observation and individual presentation reviewing event success Observation records

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite:

Level 2 Sport	Level 3 Sport
Injury in Sport	Assessing Risk in Sport
Planning and Leading Sports Activities	Leadership in Sport
Practical Sport	Exercise for Specific Groups
Technical Skills and Tactical Awareness for Sport	Organising Sports Events
Work Experience in the Sports Industry	Sport as a Business
Business Skills in Sport	Work Experience in Sport

This unit links with the National Occupational Standards (NOS) for Sport, Recreation and Allied Occupations at Level 1.

### Essential resources

It is essential that all learners have the opportunity to take part in planning and running a suitable sports event. Resources will depend largely on the type of event and this could vary greatly from centre to centre.

### Employer engagement and vocational contexts

Visits from personnel with technical event management expertise would give learners an insight into the planning process and examples of events which have been organised locally. Developing sport and leisure industry links would enhance delivery of this unit.

### Indicative reading for learners

#### Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, April 2010) ISBN 9781846907173

Allen J – *The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events* (John Wiley & Sons, 2002) ISBN 9780470831885

Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Graham S – *Ultimate Guide to Sport Event Management and Marketing* (Irwin Prof, 1995) ISBN 9780786302444

Hoyle L H – *Event Marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions* – *Wiley Events Management Series* (John Wiley & Sons, 2002) ISBN 9780471401797

Shone A and Parry B – *Successful Event Management* (Thomson Learning, 2004) ISBN 9781844800766

Supovitz F and Goldblatt J J – *The Sports Event Management and Marketing Playbook: Managing and Marketing Winning Events* (John Wiley & Sons, 2004) ISBN 9780471460077

Westerbeek H et al – *Managing Sports Facilities and Major Events* (Allen & Unwin, 2005) ISBN 9781741141948

## Journals

*International Journal of Sport Management and Marketing*

## Websites

British Association of Sport and Exercise Sciences	<a href="http://www.bases.org.uk">www.bases.org.uk</a>
Sport England	<a href="http://www.sportengland.org">www.sportengland.org</a>
Sports Coach UK	<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>
Sports Management	<a href="http://www.sportsmanagement.co.uk">www.sportsmanagement.co.uk</a>
Top End Sports	<a href="http://www.topendsports.com">www.topendsports.com</a>
UK Sport	<a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a>
University of Oxford	<a href="http://www.sport.ox.ac.uk">www.sport.ox.ac.uk</a>

## Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	producing a plan for a chosen sports event, outlining the planning process to meet given participant or customer requirements designing and using methods for collecting feedback on the success of a sports event
<b>Reflective learners</b>	designing and using methods for collecting feedback on the success of a sports event assessing feedback received, identifying strengths and areas for improvement
<b>Effective participators</b>	contributing to the organisation of a chosen sports event contributing to the running of a chosen sports event
<b>Team workers</b>	contributing to the organisation of a chosen sports event contributing to the running of a chosen sports event
<b>Self-managers</b>	producing a plan for a chosen sports event, outlining the planning process to meet given participant or customer requirements contributing to the organisation of a chosen sports event contributing to the running of a chosen sports event

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching ideas for a sports event
<b>Reflective learners</b>	providing feedback to peers on their overall contribution to the sports event
<b>Effective participators</b>	providing feedback to peers on their overall contribution to the sports event



## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching sports-related events
Manage information storage to enable efficient retrieval	maintaining a personal diary and record of team meetings
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	preparing a budget undertaking risk assessment preparing disclaimers/informed consent maintaining a record of team meeting minutes
Bring together information to suit content and purpose	presenting the planning process preparing a budget undertaking risk assessment preparing disclaimers/informed consent maintaining a record of team meeting minutes
Present information in ways that are fit for purpose and audience	presenting the planning process preparing a budget undertaking risk assessment preparing disclaimers/informed consent maintaining a record of team meeting minutes
Evaluate the selection and use of ICT tools and facilities used to present information	presenting the planning process preparing a budget undertaking risk assessment preparing disclaimers/informed consent maintaining a record of team meeting minutes
<b>Mathematics</b>	
Identify the situation or problem and the mathematical methods needed to tackle it	evaluating feedback to determine the success of the event, eg questionnaires
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	evaluating feedback to determine the success of the event, eg questionnaires
Draw conclusions and provide mathematical justifications	evaluating feedback to determine the success of the event, eg questionnaires

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to team meetings presenting their planning process
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	maintaining a portfolio of evidence