

# Unit 23: Organising Sports Events

<b>Unit code:</b>	<b>F/502/5774</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit will enable learners to plan, deliver and review a sports event.

## ● Unit introduction

Sports events vary widely in their type, scale and purpose; they range from large-scale international events such as the Olympic Games down to small-scale, local events such as a school sports day. They may also involve a range of sports or they could focus on just one activity or for one target group.

Sporting events are frequently the catalyst for important processes such as personal expression and social development.

As a sportsperson, or performer, participation in sports events may occur at different levels. Those working in the sports sector will be involved with the organisation and delivery of a range of sports events. Performers, coaches and others in the sector need to be aware of how events are organised.

In this unit, learners will explore and develop the knowledge, skills and qualities needed to successfully plan, promote and lead sports events.

Learners will choose an event they wish to organise and to participate in running, as part of a project team, establishing the aims and objectives of the event.

Learners will carry out a feasibility study for the event, prepare a business plan and subsequently organise the event.

Learners will evaluate the success of the event, the performance of the project team and the performance of individuals in their specific roles within the team.

This unit offers learners the opportunity to show the culmination of their skills and knowledge acquired from several other units whilst letting them experience the enjoyment of giving others an event to remember.

## ● Learning outcomes

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

- 1 Know about different types of sports events
- 2 Know about the roles and responsibilities of people involved in planning and delivering sports events
- 3 Be able to plan and promote a sports event
- 4 Be able to deliver a sports event
- 5 Be able to review the planning and delivery of a sports event.

# Unit content

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## 1 Know about different types of sports events

*Sports events:* type eg competitions, tournaments, training camps, coaching courses, sponsored events, field trips, expeditions, outdoor education; purpose eg educational, environmental awareness, development (physical, social, personal), social-inclusion, fundraising; participants

## 2 Know about the roles and responsibilities of people involved in planning and delivering sports events

*Roles:* eg coordinator, chairperson, secretary, finance officer, publicity officer, marketing officer, steward, specialist coach or trainer

*Responsibilities:* eg logistics, equipment, health and safety, liaison, marketing, publicity, raising finances

## 3 Be able to plan and promote a sports event

*Plan:* aims and objectives eg profit, fundraising, bonding, education, environmental; SMART (specific, measurable, achievable, realistic, time-bound) targets; goals (short-term, long-term); resources (physical, fiscal, human); feasibility; health and safety eg risk assessments, first aid, regulations, informed consent, legislation; contingency plans eg weather, resources, accidents; legal considerations eg child protection; other considerations eg environment, ethics, own organisational/institutional policies and guidelines

*Promote:* material eg advertisements, posters, flyers, scripts (television, radio), leaflets; purpose eg informing customers (date, time, venue, cost); theme eg raising awareness (of a charity, fundraising, health and fitness); impact eg benefits, constraints, effects, repeat business

## 4 Be able to deliver a sports event

*Deliver:* own role and responsibilities; to meet aims and objectives; towards targets and goals; use of resources; consideration of health and safety; use of contingency plans; communication; legal considerations; decision making; competence eg managing group to achieve aims and objectives, ensure wellbeing of others, clear communication

## 5 Be able to review the planning and delivery of a sports event

*Review:* planning; delivery eg own role and responsibilities; formative and summative eg feedback, questionnaires; strengths; areas for improvement; meeting of aims and objectives; attainment of goals and targets; development opportunities; potential barriers to development

## 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> describe three different types of sports events, using examples [IE1, IE2]		
<b>P2</b> describe roles and responsibilities of four individuals involved in planning and delivering sports events [IE1, IE2]	<b>M1</b> explain four roles and four responsibilities of individuals involved in planning and delivering sports events	
<b>P3</b> plan a sports event, with tutor support [IE2, IE3, IE4, IE5, IE6, TW3, TW4, TW5, RL1]	<b>M2</b> independently plan a sports event	
<b>P4</b> produce material suitable for promoting the sports event	<b>M3</b> describe the impact of promotional materials on attendance at an event	<b>D1</b> analyse the impact of promotional materials on an event
<b>P5</b> deliver a sports event, with tutor support, describing own roles and responsibilities [IE2, IE3, IE4, IE5, IE6, TW3, TW4, TW5, RL1]	<b>M4</b> independently deliver a sports event, describing own roles and responsibilities	<b>D2</b> deliver a sports event, assessing own contribution
<b>P6</b> review the planning and delivery of a sports event, identifying strengths and areas for improvement, and making suggestions relating to future personal development. [IE2, IE3, IE4, IE5, IE6, TW3, TW4, TW5, RL1]	<b>M5</b> review the planning and delivery of a sports event, explaining identified strengths and areas for improvement and suggestions relating to future personal development.	<b>D3</b> evaluate own performance in the planning and delivery of the event, justifying suggestions relating to future personal development.

**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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit enables learners to actually organise their own event(s). This unit brings together skills, knowledge and understanding gained in other units. The event organised should be presented to learners in the form of a project.

Tutors will obviously have 'safety nets' of planning and provision available should learners struggle initially with aspects of organising events, but as learners gain more confidence in their abilities the need for support decreases.

This unit can be divided into three parts: planning, running the event and evaluation and feedback.

Initially learners need to choose an event; this may be provided by the tutor. The planning of events could be introduced by inviting a guest speaker with experience of organising events. Learners could then set up a project team to organise the event.

The team will need to set aims and objectives, carry out team formation activities and prepare a feasibility study and business plan. Team meetings may have agendas and should be minuted. Learners with different roles could report back at key points in a format appropriate to the circumstance or team style.

Learners should develop suitable material for promoting their event, using appropriate media and tracking the impact through generation of interest. At the end of the event they should include the value of the promotional materials as part of their review and could usefully ask questions of attendees about promotional materials.

It is essential that learners run the event themselves, though under tutor supervision, and they should be aware of working as a team, customer care, their own responsibilities and safety of themselves and their clients. Learners should produce individual/group plans for the day of the event.

Evaluation and feedback could take the form of a meeting or learners evaluating individually. They will need to evaluate in terms of individual and team performance, aims and objectives met, strengths and areas for improvement and a review of proceedings in respect of forthcoming events. Evidence could be gained from peer assessment, tutor observations and feedback from clients.

The unit clearly lends itself to group/team work for the planning, delivery and review of the sports event. However, tutors must ensure that each individual group/team member provides sufficient evidence to meet the unit assessment and grading criteria on an individual basis.

## 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 introduction to the unit
<b>Assignment 1: Types of Sports Events and Roles of Teams (P1, P2, M1).</b> Tutor introduces the assignment brief
Tutor input on different types of events: group discussion
Learners research the purposes of events, and feedback to group
Guest speaker – event management/development courses, learner questions and answers
Learner research activity: specific events and the roles of different people in organisations, eg coordinator, chairperson, secretary, finance officer, publicity officer, marketing officer, steward, specialist coach or trainer and their responsibilities
Independent learning time and assignment work: types of sports events and roles of teams
<b>Assignment 2: Plan and Promote a Sports Event (P3, P4, M2, M3, D1).</b> Tutor introduces the assignment brief
An ongoing event planning process conducted in a workshop environment, supplemented by guest speakers and specialist mentoring. Includes time allocated to learner team meetings/small-group preparation
Plan: aims and objectives, eg profit, fundraising, bonding, education, environmental; SMART (specific, measurable, achievable, realistic, time-bound) targets; goals (short-term, long-term)
Resources (physical, fiscal, human); feasibility – learner team/group meetings
Health and safety, eg risk assessments, first aid, regulations, informed consent, legislation, eg child protection – learner team/group meetings
Contingency plans, eg weather, resources, accidents; legal considerations – learner team/group meetings
Other considerations, eg environment, ethics, own organisational/institutional policies and guidelines, marketing and promotion – learner team/group meetings
<b>Assignment 3: Deliver a Sports Event (P5, M4, D2).</b> Tutor introduces the assignment brief
Running of the event(s) – learner assessments and tutor observation
<b>Assignment 4: Review the Planning and Delivery of a Sports Event (P6, M5, D3).</b> Tutor introduces the assignment brief
Tutor-led session on how to review and evaluate. Did the event measure up to the plan? Includes time allocated for private study and team/group meetings
Review of unit and assessment

## Assessment

For the assessment of this unit, learners will run their own event. They should be assessed on the whole project. They should produce a portfolio containing evidence of all aspects of planning, running and evaluating the event. Although the unit delivery lends itself to group work, learners need to provide evidence to meet the unit assessment and grading criteria on an individual basis.

Criteria P1 and P2 can be assessed by learners researching a variety of sports events, typical event management team structures, roles and responsibilities and relating them to their own forthcoming event team organisation.

Evidence for criteria P3, P4 and P5 of being involved in the planning, promoting and delivery of the event could be by means of minutes from team meetings, action sheets, and records of tasks undertaken, promotional materials or by any viable means of recorded participation. Tutors should use witness statements/observation records for evidence of achievement.

Criterion P6 will be assessed for all learners by means of a 'formal' review of all aspects of the event from inception to completion. This will include the planning as well as delivery and will also include basic information regarding personal development in areas identified as requiring improvement. This could be assessed through a presentation, supported by a tutor witness statement.

Grading criterion M1 links to P2, drawing together the areas of roles and responsibilities and asking for more explanatory detail.

Grading criteria M2 and M4 will be evidenced by learners who independently plan and deliver a sports event, operating to fulfil team functions and support other team members in their tasks. Tutors should use witness statements/observation records to support grading criteria met/not met.

For M3, which links to P4, learners must describe the impact of using promotional materials for the event, relating their theoretical knowledge of the impact promotional materials have, such as increasing awareness, to the actual impact of the materials used for the event. For example, did they get enough customers, were people aware that the event was happening?

Grading criterion M5 links to P6, and requires learners to explain their strengths and areas for improvement and also their suggestions for personal development.

For D1, which builds on M3, learners will need to analyse the impact of using the promotional materials in a chosen sports event.

For D2, which builds on P5 and M4, learners must deliver a sports event, showing autonomy, but also assessing their own contribution through actions such as managing a group to achieve aims and objectives, ensuring wellbeing of others and clear communication.

Grading criterion D3 builds on P6 and M5, and requires learners to evaluate their own performance, justifying the suggestions they have made regarding future personal development.

## 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, P2, M1	Types of Sports Events and Roles of Teams	Your group has decided to organise a sports event for charity. To get some ideas, you research different types of events and roles and responsibilities of people involved.	Written report or presentation and witness statement
P3, P4, M2, M3, D1	Plan and Promote a Sports Event	Produce a project plan and promotional materials.	Portfolio of evidence Observation record
P5, M4, D2	Deliver a Sports Event	Deliver the event.	Practical observation and assessment Observation record
P6, M5, D3	Review the Planning and Delivery of a Sports Event	Review the success of the event.	Written evidence or a presentation supported by an observation record/witness statement

## 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	Impact and Sustainability in Outdoor Adventure
Sports Development	Skills for Water-based Outdoor and Adventurous Activities
Fitness Testing and Training	Skills for Land-based Outdoor and Adventurous Activities
Outdoor and Adventurous Activities	Leading Water-based Outdoor and Adventurous Activities
Work Experience in the Sports Industry	Leading Land-based Outdoor and Adventurous Activities
Leading Outdoor and Adventurous Activities	Outdoor and Adventurous Expeditions
Expedition Experience	Alternative Pursuits for Outdoor Adventure
Planning and Running a Sports Event	

## Essential resources

The resources required for this unit will depend on the nature of the event(s) to be delivered. A variety of practical resources can be built up, if a similar event is run each year, for example, banner, race numbers, marshal bibs, barrier tape, money tins etc.

## Employer engagement and vocational contexts

This unit focuses specifically on the practical aspects of event management and will give learners the background knowledge and skills they need to work in the outdoors and run simple events. Centres are encouraged to develop links with local event providers, landowners, countryside managers, marketing departments (within college or school) and media – newspapers, radio etc.

## Indicative reading for learners

### Textbooks

Beech J and Chadwick S – *The Business of Sport Management* (Financial Times Prentice Hall, 2004)  
ISBN 9780273682684

Gorman J and Calhoun K – *The Name of the Game: The Business of Sports* (John Wiley and Sons, 1994)  
ISBN 9780471594239

Masterman G – *Strategic Sports Event Management* (Butterworth-Heinemann, 2004) ISBN 9780750659833

Solomon J – *An Insider's Guide to Managing Sports Events* (Human Kinetics Europe, 2001) ISBN 9780736031080

Verow R et al – *Sports Business: Law, Practice and Precedents* (Jordan Publishing, 2004) ISBN 9780853088615



## Delivery of personal, learning and thinking skills

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>	describing three different types of sports events, using examples describing roles and responsibilities of four individuals involved in planning and delivering sports events planning a sports event, with tutor support delivering a sports event, with tutor support, describing own roles and responsibilities reviewing the planning and delivery of a sports event, identifying strengths and areas for improvement, and making suggestions relating to future personal development
<b>Reflective learners</b>	planning a sports event, with tutor support delivering a sports event, with tutor support, describing own roles and responsibilities reviewing the planning and delivery of a sports event, identifying strengths and areas for improvement, and making suggestions relating to future personal development
<b>Team workers</b>	planning a sports event, with tutor support delivering a sports event, with tutor support, describing own roles and responsibilities reviewing the planning and delivery of a sports event, identifying strengths and areas for improvement, and making suggestions relating to future personal development
<b>Self-managers</b>	delivering a sports event, with tutor support, describing own roles and responsibilities.

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>Creative thinkers</b>	designing publicity material
<b>Self-managers</b>	contributing to the work of the team and event plan
<b>Effective participators</b>	contributing to the running of the event.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Develop, present and communicate information</b>	
Present information in ways that are fit for purpose and audience	giving presentations
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving presentations promoting the event
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching types of events and their success
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	giving presentations preparing reports.