EVENT MANAGEMENT 1
2017
WORK INTEGRATED LEARNING
STUDENT GUIDE
First Edition 2012

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Using this Manual

This manual has been developed to meet the specific objectives of the module, and uses a number of different sources. It functions as a stand-alone resource for this module and no prescribed textbook or material is therefore required. There may, however, be occasions when additional readings are also recommended to supplement the information provided. Where these are specified, please ensure that you engage with the reading as indicated.

Various activities and revision questions are included in the learning units of this manual. These are designed to help you to engage with the subject matter as well as to help you prepare for your assessments.
1 Introduction

Welcome to the work integrated learning student module. This guide is standard for all programmes.

1.1 What is Work Integrated Learning?

One of the key purposes of studying is to be prepared for the workplace. Work integrated learning (also known as experiential learning) is an opportunity to apply your skills and knowledge in a work environment (real or simulated) or to complete work-related tasks so that you can learn while doing and develop a clear understanding of which skills you have indeed mastered.

Learning from experience is one of the most important and natural means of learning.

1.2 How Important is this Module?

Work integrated learning (WIL) in your qualification is credit-bearing like all other modules. If you do not meet the requirements for the module you will not be awarded credit for it and will not be able to graduate.

If you fully participate in the opportunity, you will have a portfolio of evidence of your skills from which you could extract examples to show future potential employers what you are capable of.

1.3 What are the Components?

Each WIL module involves you carrying out certain skills in the form of a project. You are then expected to write up a report on this and in some instances make a presentation on the outcomes of the project. You are also required to think about what you have learned and still have to learn – this thinking (reflecting) is a critical part of learning as a human and is what differentiates us from animals. (Animals learn by repetition and are thus trained to do things in predictable ways. Humans think about what they learn and can then apply skills in different and creative ways.) This report is called a self-evaluation.
In many of the modules you will work in a group – working successfully in a group is part of the skill set that WIL expects you to master as many workplaces require cooperation and group work. Part of your assessment is based on how others in your group experienced your participation.

If your WIL includes placement in an actual work place, the person who supervises you in the workplace may also be required to assess you.

1.4 The Portfolio of Evidence

In an ordinary academic module you would be able to prove what you learned (evidence) through showing someone your assignments, tests and examinations. These do not exist for WIL modules. Instead, you will create a portfolio of evidence (PoE) which is a collection of materials that you can use to show your skills. Only where relevant for work placement, the final PoE for a WIL module will only be assessed once you have completed ALL the required hours of work placement.

The PoE is the place (usually a file) where you collect together critical documents which you can use for one (1) or both of the following purposes:

- To demonstrate your competence during WIL by putting together evidence of what you did, e.g. documentation, flow diagrams, background research, user guides, etc
- To keep in one place some of the documents you may wish to show a potential employer as evidence of your learning.

A PoE typically consists of the elements set out below. However, remember that specific requirements of modules might differ and you can select the elements relevant to your module. You will find a PoE template in the back of this guide (Template A).

It should be clear that the PoE is a space for you to show off all you have learned and can do – only some of what is in it is compulsory and related directly to your particular WIL. These compulsory elements are marked with an asterisk * - all the others are to help you keep in one place things that could help you find a job. The way in which you organise your PoE is one of the skills you may be assessed on.
1. A title sheet that contains the following information:
   - Your name and surname;
   - Your module;
   - Your campus;
   - Your workplace/ NGO or NPO you worked with;
   - Your lecturer/ mentor.

2. Your Identity document.

3. Your Curriculum Vitae
   This is a document you will need when you are looking for a job and has been discussed in the Work Readiness Programme. Although it is not a requirement in all WIL modules your lecturer can provide you with constructive feedback if you include it in your PoE.

4. Your WIL module summary sheet*
   Here you should insert a summary of the WIL activity you have undertaken – you could use the one from your student manual or you can adapt that to provide more information if you would like to do so.

5. Proof that you have completed the “Work Readiness Programme”

6. Confirmation letter*
   If your WIL requires a work placement, the original placement confirmation letter must be included.

7. Your completed project/ assignment*

8. Your WIL Self-Evaluation Report* (Template B)

9. Your Peer Evaluation Forms (Template C)/ Supervisor Evaluation Forms* (Template D). Each member of a group must have their own.

10. Group based activities*
    Here you should insert any documents related to group-based activities, e.g. minutes of group meetings.
11 Industry logbook*

If your WIL involved a work placement, you would have had to complete a logbook of your daily activities that you should insert here. This must be signed by your mentor/supervisor and should include a company stamp to indicate authenticity.

12 Other Evidence/Assessment

Here you can insert any other evidence of skills or achievements or additional assessment documents.

Examples of additional evidence could be:

- Proof of any special workshops or tutorials that you attended;
- Academic, social or sporting achievements;
- Proof of your role in campus activities and structures;
- Testimonials;
- Evidence of part-time work;
- Evidence of service or community engagement;
- Awards and certificates.

Examples of additional assessment:

- The assessment done on your work by your workplace mentor.
- Any additional assessment done by your lecturer.

13 Declaration of authenticity* (Template E)
2 Presentation Guidelines

Many of the WIL modules require students to deliver an oral presentation describing their project or activity to their peers and/or lecturer(s). For some students, this will be the first time that they have had to do this. More often than not, they underestimate the time it takes to prepare for a presentation, and how important it is to engage their audience during the presentation. Students may, therefore, find it useful to consider the following questions before preparing their presentations.

2.1 Why Oral Presentations?

Assessment of WIL requires evidence of the achievement of a number of skills, some of which cannot be demonstrated in formal documents such as the portfolio of evidence (PoE), e.g. oral communication and non-verbal skills such as eye contact, facial expressions, body language, etc. Many of these could impact on the success or failure of the students in the work place. In addition, lecturers sometimes need an opportunity to assess group dynamics and to probe the depth of understanding of related concepts during open discussions with students. Presentations provide the perfect platform for this.

2.2 What May Be Assessed in Oral Presentations?

There are two main components of oral presentations, viz. a verbal component and a visual component. The verbal component focuses on the oral portion of the presentation during which aspects such as tone, delivery, language and eye contact are assessed.

The visual component includes all other communication aids that are used during the presentation, e.g. transparencies, slides, video clips, posters, handouts, models, simulations, diagrams, websites, etc. The visual image created by the students themselves may be included here if it is relevant to the environment which is being represented. A typical example would be when a group of students is simulating the presentation of a proposal to a prospective client. In such instances, appropriate dress, posture and body language are important.
PowerPoint slides, in particular, are often used as visual aids in presentations, sometimes effectively, sometimes not. The trick is to ensure that the slides support the presentation, but do not become the presentation. There are many sites on the internet that provide guidelines to best practice, e.g.:

http://www.microsoft.com/atwork/skills/presentations.aspx?WT.mc_id=E-mail
http://www.outstandingpresentations.org
http://www.the-eggman.com/writings/keystep1.html
http://www.presentationmagazine.com/Essential_presentation_skills_3_Rule_of_three.htm

2.3 How is an Oral Presentation Assessed?

In most cases, the lecturer will use a set of predetermined criteria to assess the presentation. The criteria are presented either on a marking scheme or on a rubric, and should help students to focus on the skills which will be assessed. Students should, therefore, familiarise themselves with the criteria before they begin to plan their presentations.
## 2.4 Presentation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NON VERBAL SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Eye contact</td>
<td>Makes no attempt to make eye contact</td>
<td>Sometimes makes eye contact with one or two members of audience</td>
<td>Makes frequent eye contact with the same people in the audience</td>
<td>Holds attention through direct eye contact with various members of audience</td>
<td></td>
</tr>
<tr>
<td>• Body language</td>
<td>Sits during his/her part of presentation, unprepared, does not cope with interruptions during presentation</td>
<td>Tense, anxious, appears defensive, little movement, does not recover well when making mistakes</td>
<td>Movements enhance delivery, some interaction with audience, recovers quickly and smoothly when mistakes are made</td>
<td>Stands up straight, engaged, interested, positive, interacts with audience, no distracting movements</td>
<td></td>
</tr>
<tr>
<td>• Poise</td>
<td>Clothing inappropriate for purpose of presentation</td>
<td>Not entirely appropriate for purpose of presentation</td>
<td>Neat, well-groomed, mostly appropriate for purpose of presentation</td>
<td>Professional, well-groomed, entirely appropriate for purpose of presentation</td>
<td></td>
</tr>
<tr>
<td>• Dress code</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **1. You have learned something – but you are not proving it!**
- **2. You are on the right track but you can do better!**
- **3. Well done!**
- **4. Bravo! You have done exceptionally well!**
### Verbal Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tone</strong></td>
<td>Too loud/too soft, abrupt, condescending</td>
</tr>
<tr>
<td></td>
<td>Inappropriate, in poor taste, mumbles, incorrect pronunciation</td>
</tr>
<tr>
<td></td>
<td>Shows no interest in topic or activity /does not participate in oral part of presentation</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Cannot be heard by audience</td>
</tr>
<tr>
<td></td>
<td>Unable to articulate ideas</td>
</tr>
<tr>
<td></td>
<td>Mumbles, appears distracted or unfocused, reads notes word for word</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Varies volume and pitch</td>
</tr>
<tr>
<td></td>
<td>Correct use and pronunciation of terms</td>
</tr>
<tr>
<td></td>
<td>Thoughts well articulated, uses own words, but unable to keep audience engaged throughout presentation</td>
</tr>
<tr>
<td></td>
<td>Clear, easy to listen to, articulate</td>
</tr>
<tr>
<td></td>
<td>Correct and effective use of language</td>
</tr>
<tr>
<td></td>
<td>Enthusiastic, relaxed, self-confident, seldom refers to notes, maintains interest of audience throughout presentation</td>
</tr>
</tbody>
</table>

### Visual Aids

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical, e.g. posters, models, charts, etc.</strong></td>
<td>Unrelated to presentation</td>
</tr>
<tr>
<td><strong>Electronic, e.g. video, computer simulation</strong></td>
<td>Poor, distracts audience, adds nothing to presentation</td>
</tr>
<tr>
<td><strong>PowerPoint slides</strong></td>
<td>Commercially available visual aids, relevant to topic, enhance understanding and explanation</td>
</tr>
<tr>
<td><strong>Original visual aids, relevant to topic, support and enhance understanding and explanation</strong></td>
<td></td>
</tr>
</tbody>
</table>
## PACE

<table>
<thead>
<tr>
<th>Timing</th>
<th>Structure, e.g. introduction, conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Presentation takes much longer than allocated time</td>
</tr>
<tr>
<td>•</td>
<td>Disjointed, unstructured, no introduction and/or conclusion</td>
</tr>
<tr>
<td>•</td>
<td>Presentation is too short for allocated time</td>
</tr>
<tr>
<td>•</td>
<td>Audience has difficulty following discussion, content presented haphazardly without appropriate structure</td>
</tr>
<tr>
<td>•</td>
<td>Length of presentation close to allocated time</td>
</tr>
<tr>
<td>•</td>
<td>Mostly structured, easy to follow in spite of occasional lapses in logical flow</td>
</tr>
<tr>
<td>•</td>
<td>Length of presentation close to allocated time</td>
</tr>
<tr>
<td>•</td>
<td>Structured, logical flow, accompanied by good explanations that aid understanding</td>
</tr>
</tbody>
</table>

## SUBJECT KNOWLEDGE

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Demonstrates no understanding of concepts</td>
</tr>
<tr>
<td>•</td>
<td>Is unable to answer any questions, when required</td>
</tr>
<tr>
<td>•</td>
<td>Demonstrates limited understanding of concepts</td>
</tr>
<tr>
<td>•</td>
<td>Has difficulty answering questions</td>
</tr>
<tr>
<td>•</td>
<td>Demonstrates adequate understanding of concepts</td>
</tr>
<tr>
<td>•</td>
<td>Able to answer most questions</td>
</tr>
<tr>
<td>•</td>
<td>Demonstrates deep understanding of concepts</td>
</tr>
<tr>
<td>•</td>
<td>Is able to provide in depth explanations in response to all questions</td>
</tr>
<tr>
<td>GROUP DYNAMIC</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Interaction with:</td>
<td></td>
</tr>
<tr>
<td>• Team members</td>
<td></td>
</tr>
<tr>
<td>• Audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not participate in presentation</td>
</tr>
<tr>
<td></td>
<td>Does not respond to feedback (verbal and nonverbal) from audience</td>
</tr>
<tr>
<td></td>
<td>Little participation in presentation, Occasionally responds to feedback (verbal and nonverbal) from audience</td>
</tr>
<tr>
<td></td>
<td>Participates in presentation, shares responsibilities with peers, Frequently responds to feedback (verbal and nonverbal) from audience</td>
</tr>
<tr>
<td></td>
<td>Participates enthusiastically in presentation, supports peers, takes lead when appropriate</td>
</tr>
<tr>
<td></td>
<td>Smoothly integrates appropriate feedback (verbal and nonverbal) from audience into presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>/24</td>
</tr>
</tbody>
</table>
3 Templates

3.1 Template A: Portfolio of Evidence

<table>
<thead>
<tr>
<th>Portfolio of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Student Number:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Names of Group Members:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Programme:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Campus:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Workplace/ NGO/ NPO/ campus based:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Lecturer/ Mentor:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
3.2 Template B: Self-Evaluation Report Template

WIL Self Evaluation Report

The purpose of the WIL Self-Evaluation Report is to provide you with an opportunity to reflect (think about) and evaluate your learning during the WIL. Normally this forms part of your PoE. The report should be:

- Typed;
- on one side of the page only;
- one-and-a-half spacing.

Please leave adequate margins for comments. The questions under some of the following headings are to assist you with this report – feel free to include additional ideas if you have them.

1. Title/ Cover Sheet
   - Student name;
   - Learning programme name, and year;
   - Name of your campus;
   - If this was a work placement, the name of the workplace;
   - Mentor’s name and position (if a work placement).

2. Table of Contents
   Headings of sections should be used to identify the subject matter and should be numbered. Remember to include appendices and attachments.

3. Introduction
   This should outline your understanding and expectations of the nature and purpose of the WIL activity.
4. **Skills learned**

Think about the things you have learned to do during the WIL activity – which of these do you think will assist you when you are working? List the things you have learnt, e.g.
- Practical things you have learned to do;
- Ways you have learned to interact with other people;
- Communication skills.

For each one, state how you think you could use these in the work place.

5. **Role in the team**

Describe your role in the team, e.g.
- Were you the leader or did you follow?
- Did you do as much or more than others?
- How did you feel about being in the group?
- What did you do when there was conflict in the group?
- Is there anything you have learned about being a member of a group?

6. **Time management and planning**

For example:
- Did you finish the task on time?
- Was it rushed at the end?
- How did you plan your time?
- Did this work or is there something different you should or could have done?
- Could this have been done differently or better?
- What was good about the way you managed your time and planning?

7. **Technology, presentation and information**

Answer the following:
- Where did you find the information you needed to do this work?
- What technology did you use?
- How well?
- What else could you have used?
- What would you do differently/ the same if you needed to do this again as far as the use of technology and presentations goes?
8. **Strengths and areas to do better (weaknesses)**
   For example:
   - What did you do really well?
   - How do you know you did this well?
   - What did you not do that well?
   - What would you do differently next time and why?

9. **Mentor or supervisor**
   Describe your relationship with the WIL coordinator or the mentor in the workplace, e.g.
   - What part of this relationship worked well for you and what did not?
   - How could you have made the relationship better or stronger?

10. **Impact**
    This refers to your contributions to the activity, e.g.
    - How do you think others (the organisation, others in your group, the simulated workplace) benefitted from the work you did?
    - Could you have had a greater impact? How?
11. **Overall evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My personal work</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1. I contributed with good ideas that added value to the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I performed my tasks in line with what was expected of me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I produced high quality work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I managed my own time well and met deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>My work as part of a team (when relevant)</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I accepted responsibility for a fair part of the tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I was an enthusiastic member of my team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I helped others to be successful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I worked well with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sub-totals**

- How did this evaluation compare with the evaluations done by your team members? Are you surprised?

12. **Conclusion**

Summarise the most important things you have learned – these should be things you have discussed above.

_________________________  __________________
STUDENT SIGNATURE          DATE
3.3 **Template C: Peer Evaluation Form**

<table>
<thead>
<tr>
<th>Peer Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of student being evaluated:</td>
</tr>
<tr>
<td>Name of student doing evaluation:</td>
</tr>
</tbody>
</table>

**The student’s personal work**

1. He/she contributed with good ideas that added value to the project
2. He/she performed his or her tasks in line with what was expected of him/her
3. He/she produced high quality work.
4. He/she managed his/her own time well and met deadlines

**The student’s work as part of a team (when relevant)**

5. He/she accepted responsibility for a fair part of the tasks
6. He/she was an enthusiastic member of my team.
7. He/she helped others to be successful
8. He/she worked well with others.

**Sub-totals**
### 3.4 Template D: Supervisor or Coordinator Evaluation Report

**Evaluation of Student by Supervisor or Coordinator**

<table>
<thead>
<tr>
<th>Name of student being evaluated:</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person doing evaluation:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**The student’s personal work**

1. He/she contributed with good ideas that added value to the project
2. He/she performed his or her tasks in line with what was expected of him/her
3. He/she produced high quality work.
4. He/she managed his/her own time well and met deadlines

**The student’s work as part of a team** *(when relevant)*

5. He/she accepted responsibility for a fair part of the tasks
6. He/she was an enthusiastic member of the team.
7. He/she helped others to be successful
8. He/she worked well with others.

| Sub-totals |       |       |       |       |       |
3.5 Template E: Declaration of Authenticity

Declaration of authenticity

I, ____________________________ ID Number, ___________________________
hereby declare that the portfolio and any evidence included therein has been
completed by me.

_________________________  _______________________
STUDENT SIGNATURE        DATE
## 4 Summary Sheet

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Commerce</td>
</tr>
<tr>
<td>Programme:</td>
<td>Event Management</td>
</tr>
<tr>
<td>Credits:</td>
<td>8</td>
</tr>
</tbody>
</table>
| Hours:                      | Total: 80 Hours  
30 - Contact hours with lecturer (as described in the pacer - 20 sessions in the classroom and 10 sessions in a lab.  
40 - work alone hours (this is an approximate number)  
10 – additional hours to be spent in a lab |
| Co-/Prerequisites:          | None        |
| Type of WIL:                | Simulation  |
| Group/ Individual Work:     | Both        |
| Module Purpose:             | This module provides the opportunity for students to apply acquired knowledge and skills to a simulated event management activity. Students are required to provide evidence of their engagement in a simulated event activity in which they do a proposal for an event and do the event planning of this. |
| Assessment Structure:       | 1. Portfolio of Evidence – 85%, of which:  
   • 55% is the group planning of the event  
   • 30% will be aligned with the first 2 phases of the Event Management Process  
2. Peer evaluation - 5%  
3. Self evaluation - 5%  
4. Attendance – 5% |
| Outcomes:                  | MO1: Demonstrate the ability to plan an event.  
|                          | MO2: Actively participate in the planning and execution of an event.  
|                          | MO3: Perform tasks that could assist in the event management environment for an event.  |
| Summary of Activities:    | • This project has both an individual and a group aspect.  
|                          | • You will need to get into groups of no more than four (4) and select any one event.  
|                          | • Fulfil event manager function for this event, e.g. research, design and propose an event as a group, and present the proposal as a group. See learning framework for details of what this entails.  
|                          | • You must plan the event following the guidelines covered in the theoretical component of Event management 1A and Event Management and Coordination.  
|                          | • You will need to complete a peer review (Template C) for the group aspect of the project and a self evaluation (Template B) for the individual component of this project. (See marking scheme and pacer for specifics).  |
| Tools & Resources         | • You will need to research ideas and information on a PC during your lab time.  
|                          | • You will need stationery and other items for your promotional ideas, e.g. you may want to print a promotional activity in colour or use textured paper, etc.  |
| Additional Information    | N/A  |
5 Learning Framework

The aim of this practical component is to provide you with the experience of following the event management process up to the point of planning for an event. The project is centred on a simulated scenario. Your lecturer will guide you through the first three (3) phases of the event management process, to the point where you are ready to pitch the concept of an event.

In practice it is required that the event is signed off by the client once a suitable event plan has been proposed. To do this the first three (3) phases – research, design and planning – will be utilised to develop an event proposal that will be pitched to your lecturer (who will be acting as the client). You and your group will be the event coordinators planning and proposing the event to the “client”.

This module will use the principles of event management and the development of the event plan will be part of your portfolio. You will be required to conceptualise an entire event of your choice (and your lecturer’s guidance); including theme, venue, invitations, running sheet, décor, catering, entertainment etc.

As a group you will decide on what type of event you wish to develop a proposal for. The types of events that you can choose from are:

- Business and Corporate Event;
- Cause-Related and Fundraising Event;
- Entertainment and Leisure Event;
- Government and Civic Event;
- Marketing Event;
- Meeting and Convention Event;
- Social/ Life-Cycle Event.

Each of the above event type comes with its own challenges and opportunities. So, as a group do some research on each of these and choose carefully as to what kind of event you would like to plan for.
Once you have chosen your event type you will begin the research phase of the event management process. You will need to do research on the event type that you have chosen. Determining what the client and the guests will be expecting from the event will allow for you to begin building the picture of what your event will look like. It is also important to begin doing research on suppliers for the different elements of the event. For example, the venue, caterers, sound and stage equipment, décor etc. all need to be sourced so that you have an idea of what you have at your disposal when discussing the numerous elements of the event.

Please keep in mind that this is a simulation, and as such you will not need to contact the suppliers for quotes, you will only need to have the names of companies and details of their product/service offering. It is from here that you should be discussing the following:

- Purpose of the event;
- Goals;
- Objectives;
- Occurrence;
- Facility requirements;
- Suggested venue;
- Proposed date;
- Suggested event type;
- Main theme idea;
- Available budget;
- Projected income to be generated by the event (if applicable);
- Major expected expenses;
- Expected number of guests;
- Potential extra guests;
- Catering requirements;
- Bar service;
- Required entertainment;
- Technical equipment needed.

The information above will help when you begin to conceptualise the event in the design phase.
You will need a clear understanding of the above elements in this next stage, the design phase, so that you can begin to conceptualise the event. Keeping in mind the above elements, and within your group, brainstorm ideas of what you would like your event to look like, and how you would like the event to progress. Do not be afraid to be creative. Think of your client, guests and the type of event you are going to be coordinating and think how best to wow them. Ask yourselves the following questions:

- What will guests see?
- What will guests hear?
- What will guests smell?
- What will guests taste?
- What will guests feel/ touch?

Based on your research in the research phase and the decisions made in the design phase, you will then begin to put together a plan for the event. It is this plan you will be presenting to the client. Now is the time to finalise details with regards to your theme, catering, drinks services, and any other elements that will require suppliers to assist with the implementation of the event.

Once this is all finalised you will need to create a calendar of events that will indicate to the client the date of the event, as well as all the deadlines that will need to be met in order to have the event take place on time and in budget. For example: the invitations will need to be designed, approved and printed by a certain date in order to have them delivered on time. The caterers will need to have the menu confirmed by a certain date in order for them to plan and prepare for the event. All of these sorts of elements need to be plotted on a calendar so that they can eventually be ticked off as each deadline passes. This will be your reverse calendar for the event.
When presenting your design to the client you will need to show how you expect the event to run. In order to do this you will prepare a timeline, programme and production schedule. These documents will show how you expect the event to unfold. Everything from what time you and your staff will arrive at the venue, what time the caterers will arrive, the time allocated for the décor set up and break down, what time the guests will begin to arrive and depart etc. All of this information will build a picture of the event for the client. These documents will also, all form a part of your POE.

Once these three (3) phases are complete it will be time to present your event concept to the client. You are encouraged to be as creative as possible when presenting your ideas to the client. Creativity is important in event management, and the more exciting and interesting you can make your pitch, the more likely you are to get the client engaged and excited about your ideas.

Please be aware that an important part of this project is the group work. It is imperative that each group member is treated with respect and that all ideas and contributions are acknowledged. Exceptional ideas are often the result of collaboration.

The theoretical component of Event Planning and Co-ordination and Event Management 1A should prepare you for tackling this project and ensuring a successful event proposal. The more thorough your research and design discussion the better your event planning will be. The success of an event starts long before the actual day of the event. The research and planning that goes into developing the event proposal is instrumental for an event that will run on time, be in-budget and will impress not only the client, but also all attendees.

The project required for this module, consists of a number of phases. These phases form part of the process of event planning. The phases that are outlined in the pacer illustrate the different schemes of work that your lecturer will facilitate in order for you to make your own unique plan.
## 6 Pacer

<table>
<thead>
<tr>
<th>SESSIONS</th>
<th>MILESTONE</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 30</td>
<td>20 Class (happens in a classroom with lecturer) 10 Lab (happens in a lab with lecturer)</td>
<td></td>
</tr>
<tr>
<td><strong>Class 1-3</strong></td>
<td>• Be familiar with work integrated learning; • Be familiar with all the necessary documents; • Be part of a group; • Come up with a potential event idea.</td>
<td>• Documentation is handed out and explained. • The concept of work integrated learning will be explained. • The concept of a simulation will be explained. • The project will be explained. • Get into groups of no more than 4 members. • In groups determine the type of event and come up with possible ideas for the event. o Business &amp; Corporate Event; o Cause-Related &amp; Fundraising Event; o Entertainment &amp; Leisure Event; o Government &amp; Civic Event; o Marketing Event; o Meeting &amp; Convention Event; o Social/ Life-Cycle Event. • Your Lecturer will either allocate or facilitate the allocation of the events. • Your lecturer will explain how your plan will be assessed.</td>
</tr>
</tbody>
</table>
### Class 4 – 6
#### Lab 1 - 4

- **Research component of plan.**
- **Use the theory that is required to complete your task.**

- **These sessions will act as your client meetings where the requirements for the event will be finalised and research will begin on best ways to meet the goals for the event. Topics to be discussed should include:**
  - Purpose of the event;
  - Goals;
  - Objectives;
  - Occurrence;
  - Facility requirements;
  - Suggested venue;
  - Proposed date;
  - Suggested event type;
  - Main theme idea;
  - Available budget;
  - Projected income to be generated by the event (if applicable);
  - Major expected expenses;
  - Expected number of guests;
  - Potential extra guests;
  - Catering requirements;
  - Bar service;
  - Required entertainment;
  - Technical equipment needed.

- **To answer some of the above make use of the five (5) W’s and H.**

- **Ideas must be carefully thought out to ensure event feasibility.**

- **Perform a SWOT analysis as a part of your research.**

- **Use class time and lab time to research themes, venues, suppliers etc.**

- **Use your lab time to do research on suppliers, themes, venues etc. so that in the next sessions where brainstorming starts you will have ideas to share with your group.**
### Class 7 - 10
#### Lab 4 - 6
- Event design phase.
- Brainstorm as a group and begin finalising ideas – make use of skills covered in EPLC5111.
- Make use of the principles of brainstorming to conceptualise event.
- Keep in mind the following elements:
  - Purpose of the event.
  - Goals and objectives of the event.
  - Client’s expectations.
  - Current strengths, weaknesses, opportunities and threats.
  - Budget limitations.
  - Current image/media perception.
  - Suggested theme, venue and suppliers.
  - Previously used themes, venues etc.
- NB: keep in mind the rules of brainstorming.
- Conceptualise the event experience.
- Conceptualise the event environment.
- Answer the following questions:
  - What will guests see?
  - What will guests hear?
  - What will guests smell?
  - What will guests taste?
  - What will guests feel/touch?

### Class 11 – 15
#### Lab 7 - 10
- Event planning stage.
- Make use of theory to create plan for event, including timelines, sequencing, production schedule etc.
- Create a plan for the event that will be presented to client.
- Decisions need to be finalised and plans made for each element discussed in the research phase.
- Finalise details of theme, catering, drinks services and any other elements of event that will require suppliers to assist with the implementation of the event.
- Identify the different elements of the event, the tasks involved in each element, the time per task and the interaction required for each task.
### Class 11 – 15
#### Lab 7 - 10
- Develop a timeline for the event.
- Create a reverse planning calendar stipulating deadlines required for each task.
- Create a programme for the event.
- Develop the production schedule.
- You can use your lab to create the timelines, calendars, schedules etc.

### Class 15 - 20
- Complete Peer Review (Template C).
- Complete Self Evaluation (Template B).
- Present event plan to "client"
- Reflect on and assess the outcomes of the work experience activity in terms of how you think it prepares you for the event management environment. Use the peer reviews from the other members of the group to reflect on your engagement and contribution to the group dynamic. Your facilitator will take you through this report during this period.
- You will complete a peer review for each of your team members on their contribution to the group.
7 Marking Scheme

- 85% is a combination total for the work completed in each phase of the event plan.
- 5% is for the peer evaluation.
- 5% is for the self-evaluation
- 5% is for the attendance of allocated class and lab sessions.

<table>
<thead>
<tr>
<th></th>
<th>Maximum Possible Mark</th>
<th>Mark awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio of Evidence</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Phase 1: Research</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>- Research:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Depth of research completed;</td>
<td></td>
<td></td>
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<tr>
<td>o Have suppliers, venues, themes etc. been identified that are relevant to the chosen event,</td>
<td></td>
<td></td>
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<tr>
<td>- Event Feasibility:</td>
<td></td>
<td></td>
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<tr>
<td>o Has a SWOT been appropriately completed?</td>
<td></td>
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<tr>
<td>- Client Meetings:</td>
<td></td>
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<tr>
<td>o Have all areas of the event been discussed and formulated appropriately.</td>
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<tr>
<td>o Do the students have a thorough understanding of the kind of event they are planning?</td>
<td></td>
<td></td>
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<tr>
<td>o Do the students have an understanding what is required for the event type they have chosen.</td>
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<td></td>
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<tr>
<td>o Does the event type suit the purpose that they have formulated?</td>
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<td></td>
</tr>
<tr>
<td>- The 5Ws and H Formula:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Has each of the 5W’s and H been answered?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Are the answers appropriate for the event type and purpose?</td>
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</tbody>
</table>
### Phase 1: Research (CONTINUED)

<table>
<thead>
<tr>
<th>15%</th>
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</table>
| • Venue Finding:  
  o Has a suitable venue been sourced that meet the requirements of both the event type and purpose? |

### Phase 2: Design

<table>
<thead>
<tr>
<th>15%</th>
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</table>
| • Brainstorming:  
  o Are the groups ideas well thought out and structured, and relevant to the event type and purpose.  
  • Event conceptualisation:  
    o Has the event experience and environment been thoroughly conceptualised by answering by answering the 5 questions of the guests experience (see, hear, smell, taste and touch). |

### Phase 3: Planning

<table>
<thead>
<tr>
<th>55%</th>
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</table>
| The allocation of marks for this phase are assessed from the final presentation and the portfolio of evidence  
  • Event Elements:  
    o Is each element of the event clearly stipulated and fitting with the type and purpose of the event?  
  • Logical Sequencing:  
    o Has the event been planned with a timeline that is logical and fitting of the event  
    o Has a timeline been created of the events different elements?  
    o Has a reverse planning schedule been created and is this plan realistic and thorough. |
### Phase 3: Planning (CONTINUED)

- **Event Programming:**
  - Is the programme for the event thorough with all elements of the event listed and scheduled.
  - Is the production schedule realistic with all elements of the event listed with a time and responsible person allocated to every task?

- **Theming:**
  - Has an appropriate theme been allocated to the event – is it relevant to both the event type, and purpose.

- **Services:**
  - Have both the catering and drinks services been appropriately taken into consideration?
  - Are the chosen services appropriate for the event type and purpose?

- **Creativity:**
  - Have the students shown creativity in the final design and presentation of event plan.

### Peer Evaluation 5%

- You will need to complete a peer evaluation on each group member besides yourself (Template C).
- You will need to submit the peer evaluations your group member completed of you with your final evaluation.
Self-Evaluation

You must complete the Self Evaluation that appears in this manual:

- Reflect on and assess the outcomes of the work experience activity in terms of how you think it prepares you for the role of an event coordinator.
- Reflect on your own performance based on the peer evaluations that you have received from your other group members.

Attendance

Students are required to attend a minimum of 80% scheduled sessions and sessions organised by groups working together.

Total: 100

8 Table of Skills

Below is a list of skills that are needed in order to complete this simulation. By the end of this you should have acquired all of these skills.

<table>
<thead>
<tr>
<th>REQUIRED SKILL</th>
<th>ACHieved/ NOT ACHieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational skills</td>
<td></td>
</tr>
<tr>
<td>Planning skills</td>
<td></td>
</tr>
<tr>
<td>Researching skills</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td>Creativity and brainstorming skills</td>
<td></td>
</tr>
<tr>
<td>Conceptualise ideas for event</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
</tr>
</tbody>
</table>
9 Supporting Documentation

The material that will be used is the work integrated learning manual documents as well as the revision that your lecturer chooses to carry out with the class in preparing you for the project. The event planning and coordination plan outlined in the Event Planning and Coordination (2012) Module Manual should assist you with a structure for your working document. In addition the prescribed text book for Event Management 1A and 1B will also assist. This prescribed book is: