

Qualification specification

**NCFE Level 2 Certificate in Event Planning
QN: 501/1079/2**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 September 2018). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1
v3.2	June 2022	Updates made regarding: <ul style="list-style-type: none">• English language statement• Entry requirements statement• Support handbook reference

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Event Planning.

All information contained in this specification is correct at the time of publishing.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Event Planning.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Things you need to know

Qualification number (QN)	501/1079/2
Aim reference	50110792
Total Qualification Time (TQT)	160
Guided Learning Hours (GLH)	128
Credit value	16
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/1079/2.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

The purpose of the NCFE Level 2 Certificate in Event Planning is to allow learners to develop the knowledge and understanding required to plan events across a variety of sectors.

This qualification will:

- focus on the study of the event planning within the retail and commercial sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

- provide an overview of the skills required for successful event planning and organisation
- develop skills to evaluate an event
- allow learners to explore market research and investigate marketing methods and resources
- enable learners to identify the personnel needs at an event
- Provide an overview of the role of communication and customer service at events.

Achieving this qualification

To be awarded the NCFE Level 2 Award in Event Planning, learners are required to successfully complete **5** mandatory units.

Mandatory units

Unit No	Unit title
Unit 01	Planning an event
Unit 02	Event review and evaluation
Unit 03	Market research and marketing methods in event planning
Unit 04	Human resource planning at events
Unit 05	Communication and customer service at events

The learning outcomes for each unit are provided in Section 2 .

The units above may be available as stand-alone unit programmes. Please visit the NCFE website.

To achieve the NCFE Level 2 Certificate in Event Planning, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
 - appropriate interpersonal skills
 - communicating with professional colleagues/peers and/or hierarchical seniors
 - supporting other aspiring employees
 - personal manners and deportment
 - understanding work practices and how different roles and departments function within an organisation.
-

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Guidance for entry and registration

This qualification is designed for learners who wish to develop knowledge and understanding of event planning.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they have already achieved a Level 1 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Certificate in the Principles of Customer Service
 - Level 3 Diploma in Live Events and Promotion
 - Level 3 Diploma in Event Management
 - Level 3 Certificate in Event Management
-

Qualification dates

The qualification review date is the date by which we'll have carried out a review of the qualification.

We will communicate changes relating to extensions to qualifications to centres.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support assistant call 0191 239 8000 or email customersupport@ncfe.org.uk

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Customer Support team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page in the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

For further information or guidance about this qualification please contact our Customer Support team on 0191 239 8000.

Unit 01 Planning an event (Y/602/2454)

Unit summary	In this unit the learner will consider the different sectors when planning events and look at the duties of the Event Planner/Coordinator. They will then produce a plan for an event of their choice and explore the need for a contingency plan. Finally, they will investigate the importance of security as well as Health & Safety requirements and understand how to carry out a risk assessment at the selected event.
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the events industry

The learner can:

- 1.1 outline the main sectors for event planning. Include:
 - sport
 - corporate
 - leisure
 - 1.2 provide an example of an event which falls within each sector
-

Learning outcome 2

The learner will:

- 2 understand the role of the Event Planner/Coordinator

The learner can:

- 2.1 explain the duties and responsibilities of an Event Planner/Coordinator
 - 2.2 outline the skills required of an Event Planner/Coordinator
-

Unit 01 Planning an event (Y/602/2454) (cont'd)**Learning outcome 3**

The learner will:

- 3 produce an outline plan for an event of their choice

The learner can:

- 3.1 produce an outline plan for a selected event. Include:
- purpose and type of the event
 - event partners
 - budget overview
 - performers and/or participants
 - appropriate timelines
 - physical and human resources required
 - target audience
 - promotional activities
-

Learning outcome 4

The learner will:

- 4 be able to plan for unexpected situations

The learner can:

- 4.1 explain the need for a contingency plan
- 4.2 produce a contingency plan covering 2 unexpected situations at the selected event. Include:
- one incident that can be managed by personnel working at the event
 - one incident that requires outside assistance from the emergency services
-

Learning outcome 5

The learner will:

- 5 understand the importance of security measures and Health and Safety at events

The learner can:

- 5.1 explain the importance of including security measures when planning the selected event
- 5.2 explain the importance of incorporating Health and Safety requirements in the event planning process
- 5.3 provide 2 examples of Health and Safety requirements for the selected event
- 5.4 describe how to carry out a risk assessment for an activity at the selected event

Unit 01 Planning an event (Y/602/2454) (cont'd)**Delivery and assessment**

1.1, 1.2 - Learners will be able to outline the 3 main sectors listed for event planning and provide one example of an event which falls within each sector. Learners may want to use one of their examples as the basis to meet LO3.

2.1, 2.2 - Learners will explain the duties and responsibilities of an Event Planner/Coordinator and outline the skills required. The term Coordinator has been included to embrace coordination of the stages within the planning process if that role is not covered by the Event Planner. It does not relate to coordination during the event.

3.1 - Learners are required to produce an outline plan for a selected event. The plan must cover all of the criteria listed. Learners may want to use one of their examples shown for Learning Outcome 1 above, as the basis to meet this requirement. Alternatively assessors may decide to focus on a local event that they intend the learners to manage or participate in managing.

The terms used in 3.1 namely 'performers and/or participants' simply means the people providing the reason for the audience to attend the event. The term 'physical' includes both event facilities and equipment.

4.1, 4.2 - Learners will use the event they have planned at Learning Outcome 3 above and explain the need for a contingency plan and then produce a contingency plan covering two incidents. One of the incidents will be something that can be managed by personnel working at the event, eg failure of the personal address system. The other will be something that requires outside assistance from the emergency services, eg a suspicious package.

5.1 – 5.4 Learners will again use the event they have planned at Learning Outcome 3 above, and explain the importance of including security measures during the planning stage (5.1). They will then go on to look at the importance of incorporating Health and Safety requirements in the event planning process and provide two examples relating to Health and Safety requirements at the selected event (5.2 and 5.3). Finally they will describe how to carry out a risk assessment ideally using 'Five Steps to Risk Assessment' as promoted by the Health and Safety Executive. Learners should also show how they can quantify risk and what they would do if the risk was unacceptable.

Types of evidence

Evidence could include:

- reports
- worksheets
- questioning
- posters and leaflets
- discussions
- presentations
- case studies
- audio/visual recordings.

Unit 02 Event review and evaluation (R/602/2419)

Unit summary	In this unit learners will investigate why events are evaluated and how evaluation can inform future events. They will then look at objective setting and potential sources of information for evaluating events and explore evaluation tools. Finally, learners will produce an event evaluation plan.
Credit value	2
Guided learning hours	18
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand why events are evaluated

The learner can:

- 1.1 explain what is meant by the term evaluation
- 1.2 describe why it is important to evaluate an event
- 1.3 outline how the following groups would benefit from the evaluation data:
 - organisers
 - performers and participants
 - audience/spectators
 - event partners

Learning outcome 2

The learner will:

- 2 be aware of objective setting and potential sources of information to evaluate events

The learner can:

- 2.1 explain the importance of setting objectives for an event as a measure for evaluation
- 2.2 explain how each of the following can be a valuable source of information for evaluation purposes:
 - staff debrief
 - customer satisfaction surveys/complaints
 - event revenue
 - data records eg spectator numbers

Unit 02 Event review and evaluation (R/602/2419) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand the tools that can be used to evaluate events

The learner can:

- 3.1 explain the difference between formal and informal feedback
3.2 outline how the following methods could be used to evaluate an event:
- SWOT analysis
 - questionnaires
 - interviews
- 3.3 describe at least 2 electronic feedback methods
-

Learning outcome 4

The learner will:

- 4 produce an event evaluation plan for an event of their choice

The learner can:

- 4.1 produce an event evaluation plan for a selected event. Include:
- objective setting
 - potential sources of information
 - appropriate tools/methods to obtain information
-

Unit 02 Event review and evaluation (R/602/2419) (cont'd)**Delivery and assessment**

1.1 – 1.3 - Learners will explain what is meant by the term evaluation and describe why it is important to evaluate an event (1.1 and 1.2). They will then go on to outline how certain groups would benefit from the evaluation data. Learners must cover the groups listed in 1.3.

2.1, 2.2 - Learners will explain the importance of setting objectives for an event as a measure of evaluation and explore valuable sources of information. They must cover all the sources listed in 2.2.

3.1 – 3.3 - Learners look at the difference between formal and informal feedback then outline certain methods that can be used to evaluate an event. They must cover all of the methods listed.

The requirement shown in 3.3 to describe at least 2 electronic feedback methods can encompass such mediums as websites, electronic mail/messaging and social networking sites.

4.1 - Learners are required to produce an evaluation plan for a selected event. Again they could use the event they prepared an outline plan for in Unit 1, LO3. The plan must cover all of the criteria listed.

Types of evidence

Evidence could include:

- discussions
- questioning
- audio/visual recordings
- worksheets
- charts
- reports
- booklets
- presentations
- leaflets.

Unit 03 Market research and marketing methods in event planning (J/602/2353)

Unit summary	In this unit learners will explore the importance of initial market research and investigate marketing methods and resources. They will then produce a marketing plan for an event of their choice.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the importance of initial market research

The learner can:

- 1.1 explain the importance of initial market research
- 1.2 identify a potential target audience for a selected event in each of the following sectors:
 - sporting
 - corporate
 - leisure
- 1.3 explain the importance of identifying other events in advance, which may directly compete with one of the selected events

Learning outcome 2

The learner will:

- 2 be aware of marketing methods and resources

The learner can:

- 2.1 describe what is meant by the marketing mix
- 2.2 outline the marketing mix for each of the selected events
- 2.3 list at least 4 methods to promote an event
- 2.4 outline which of those methods would be most effective to raise awareness for the target audience for each of the selected events
- 2.5 explain the importance of the following resources required to promote an event:
 - time
 - budget
 - staffing
 - equipment
 - materials

Unit 03 Market research and marketing methods in event planning (J/602/2353) (cont'd)**Learning outcome 3**

The learner will

- 3 produce a marketing plan for an event of their choice

The learner can:

- 3.1 produce a marketing plan for the selected event. Include:
- target audience
 - competition
 - marketing mix
 - promotion methods
 - resources

Delivery and assessment

1.1 – 1.3 - Learners will explain the importance of conducting market research before planning an event (1.1). They will then identify a potential target audience for a selected event within each of the 3 main sectors. Learners may want to use the events that they identified in Unit 01, LO1. They will then go on to explain the importance of identifying, in advance, any other events that may directly compete with one of their selected events (1.3).

2.1 – 2.5 - Learners are required to describe what is meant by the term 'marketing mix' (2.1). Their evidence must include a description of each one of the 4Ps (or similar terminology). They will then go on to outline the marketing mix for each of the 3 selected events identified in learning outcome 1 above. Learners will identify at least 4 methods to promote an event (2.3). They will then outline which of those methods would be most effective to raise awareness for the target audience (2.4). This task (2.4) must cover all 3 selected events identified in learning outcome 1 above.

Learners will also explain the importance of certain resources to promote an event (2.5). They must cover all of the criteria listed. With regard to the 'time' criterion, assessors may wish to consider the short-, medium- and long-term.

3.1 - Learners are required to produce a marketing plan for an event of their choice. Again they could use the event they prepared an outline plan for in Unit 01, learning outcome 3. The plan must cover all of the criteria listed.

Types of evidence

Evidence could include:

- presentations
- worksheets
- reports
- questioning
- discussions
- observations/witness testimonies
- audio/video recordings
- projects
- case studies.

Unit 04 Human resource planning at events (L/602/2354)

Unit summary	Learners will investigate the requirements for management, teams and personnel in relation to an event of their choosing.
Credit value	3
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the management structure for an event of their choice

The learner can:

- 1.1 describe the management structure for a selected event
- 1.2 outline the roles and responsibilities of those managing the event
- 1.3 explain what skills are needed to manage the event

Learning outcome 2

The learner will:

- 2 understand teams involved in the selected event

The learner can:

- 2.1 list the teams involved in the event
- 2.2 describe the functions of each team involved in the event
- 2.3 explain the value of teamwork at events

Learning outcome 3

The learner will:

- 3 understand the requirements for personnel at the selected event

The learner can:

- 3.1 list the roles and responsibilities of each of the following at the event:
 - event personnel
 - volunteers
 - contracted persons
 - event partners
- 3.2 outline the number of personnel required for 2 of the main job roles at the event
- 3.3 explain what skills the individuals working within the 2 main job roles will need

Unit 04 Human resource planning at events (L/602/2354) (cont'd)**Delivery and assessment**

1.1 – 1.3 - Learners will describe the management structure for an event of their choice (1.1). They could use the event they prepared an outline plan for in Unit 01, LO3 and this will form the common thread running through this unit. Learners will then outline the roles and responsibilities of those managing the event and explain what skills the managers need to do their job.

2.1–2.3 - Learners will use the same event as identified in learning outcome 1 above and list the teams involved in the event. They will then go on to describe the functions of each team (2.2). Finally, the learners will explain the value of teamwork at events.

3.1–3.3 - Using the same event as identified in learning outcome 1 above, learners are required to list the roles and responsibilities of certain groups of personnel (3.1). They must cover all of the criteria listed. This will enable the learner to identify personnel employed at/by the venue, volunteers, contracted persons and event partners. The latter may include groups such as sponsors, Local Authorities and the emergency services.

Finally, the learners will outline the number of personnel required for two of the main job roles at that event and explain what skills those individuals will need (3.3).

Types of evidence

Evidence could include:

- charts with descriptions
- reports
- worksheets
- case studies
- discussions
- presentations
- observations/witness testimonies
- audio/video recordings
- projects.

Unit 05 Communication and customer service at events (Y/602/2356)

Unit summary	In this unit learners will explore how communication is used at events and barriers to communication. They will then look at Equality of Opportunity and discrimination. Finally they will investigate customer service and produce a guide for personnel who will be engaged in an event regarding expected customer service standards.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the role of communication at an event

The learner can:

- 1.1 outline the purpose of arranging for personnel to be briefed before the event
- 1.2 explain the importance of debriefing personnel after the event
- 1.3 explain how the following range of communication methods are used by personnel at an event:
 - verbal
 - non-verbal
 - written
 - electronic
- 1.4 describe 2 potential barriers to communication at an event and how those barriers can be overcome

Learning outcome 2

The learner will:

- 2 understand Equality of Opportunity and its role at events

The learner can:

- 2.1 explain Equality of Opportunity
- 2.2 list the main pieces of legislation relating to Equality of Opportunity
- 2.3 explain discrimination
- 2.4 provide an example from a selected event that shows how event organisers have made sure there is no discrimination

Unit 05 Communication and customer service at events (Y/602/2356) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand the importance of good customer service at an event

The learner can:

- 3.1 explain what is meant by customer service
3.2 outline why good customer service is essential at an event
3.3 identify a potential customer problem that personnel may face at an event and explain how that problem can be overcome
3.4 explain how customer service could be improved at an event
-

Learning outcome 4

The learner will:

- 4 produce a guide for personnel regarding expected customer service

The learner can:

- 4.1 produce a guide for personnel outlining expected standards of customer service at an event.
Include:
- communication
 - Equality of Opportunity
 - problem solving
-

Unit 05 Communication and customer service at events (Y/602/2356) (cont'd)**Delivery and assessment**

1.1 – 1.4 - Learners will look at the purpose and importance of briefing and debriefing personnel engaged at an event – 1.1 and 1.2. They will then go on to explain a range of communication methods used by personnel at an event. They must cover all of the methods listed (1.3). Finally, learners will describe two potential barriers to communication at an event and explain how those barriers can be overcome (1.4).

2.1 – 2.4 - Learners are required to explain the term Equality of Opportunity (2.1) and then list at least two main pieces of legislation relating to Equality of Opportunity. They will then explain the term discrimination (2.3) and go on to provide one example from a selected event to show how the organisers have made something user friendly, ie free from discrimination. Again they could use the event they prepared an outline plan for in Unit 01, LO3.

3.1 – 3.4 - Learners will explain the term customer service (3.1) and then go on to outline why good customer service is essential at an event. They will identify a potential customer problem that personnel engaged at an event may be faced with and explain how that problem can be overcome (3.3). Customer problems in this context are likely to be low level issues that can be addressed by personnel on an individual basis. Finally, learners are required to explain (make suggestions) how customer service could be improved at an event (3.4). Again they could use the event they prepared an outline plan for in Unit 01, LO3.

4.1 - Learners are required to produce a customer service guide for personnel engaged at an event. Again they could use the event they prepared an outline plan for in Unit 01, LO3. The guide must cover all of the criteria listed.

Types of evidence

Evidence could include:

- reports
- worksheets
- discussions
- presentations
- observations/witness testimonies
- audio/visual recordings
- case studies
- posters
- leaflets
- booklets.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Event Planning is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner and against the assessment criteria for each learning outcome.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website. ~~in the document~~

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.

Explanation of terms (cont'd)

List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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