

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Office Administration  
Advanced Level**

Scheme of Work

5247  
Organising Meetings and Events  
Optional Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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Organising Meetings and Events is an Optional Module and is concerned with the organisation of meetings and events as well as the documentation related to these and the production of a report.

### What is assessed in this module?

- 1) Organisation of an event which may be:
  - conference
  - seminar
  - staff social event
  - training course
  - workshop
  - open day
  - exhibition
  - departmental training day
  - presentation
  - charity fund-raiser such as a sponsored event
  - auction or sale of produce or goods
  - appropriate local event
- 2) Production of an individual report

### Tutor Preparation Required to Deliver this Module

You will need:

- access to a wide range of various documents and stationery such as letterheaded paper, memos, etc.
- access to reference books and a range of resources, including the World Wide Web
- step-by-step process for organising events
- a collection of various leaflets, brochures, advertisements etc.
- instruction sheets for students undertaking tasks
- flipchart or whiteboard or similar
- access to computers, presentations software and other office equipment, such as photocopiers, fax machines, etc.
- make contact with outside organisations regarding possible visits to observe meetings

### Underpinning Knowledge

- a good standard of English
- an ability to display a variety of business documents
- a good standard of communication – oral and written
- a Pass or Distinction at Standard Level Organising Meetings and Events, preferred but not obligatory

## General Principles and Procedures

Administrators and secretaries are likely to be called upon to organise a variety of meetings and events during their working career. A great deal depends, of course, on the kind of organisation for which they work. Most companies hold a number of meetings and events throughout the year. These may range from small team meetings, or departmental training sessions, to large external events. Students working for such organisations are likely to have many opportunities to organise meetings or events as part of their job. Those who are not employed, however, may still be able to organise 'real' events, which may be organised within their training centre or as a result of liaison with local organisations.

Students at the Advanced Level may possess experience of organising meetings, either at work or during previous studies. However, it is also likely that they will have different levels of ability as well as skills. Tutors may wish to consider whole class, group and individual activities, as well as a variety of teaching methods.

There are many textbooks available to help students with the organisation of meetings and events. Search engines on the World Wide Web and numerous websites can also be very useful.

Continuous assessment of students' work by the tutor will be essential to ensure understanding of teaching, to facilitate revision sessions when appropriate and to allow students to receive positive feedback on a regular basis.

The use of computers, with presentations and word processing software, e.g. PowerPoint and MS Word, would be very useful and would also add a feeling of realism to students' studies.

Some liaison with other tutors and shared teaching may be of great benefit, e.g. Shorthand, Text Processing, Office Procedures, Communication and Task Management and Interpersonal Business Skills.

## Suggested Introductory Activity

Students should be given an in-depth introduction to the Module, with an overview of what is required for success at this Advanced Level - the organisation of an event and the production of a report. Tutors may wish to remind students that a small event may be preferred, bearing in mind that the report, which must be produced as part of the assignment, is limited to a maximum of 2,500 words.

A good starting point may be to revise the definitions of a meeting and an event. A Question and Answer session can be very successful as an ice breaker and to elicit from students from the Standard Level exactly what constitutes a meeting and an event. It may also be helpful to remind students that in English something like an athletics meeting is in fact an event as it is not an organised assembly **for the transaction of business** but that an annual general meeting would be a meeting.

The tutor could then move on to planning as this is the key word to organising a successful meeting and event.

Planning should involve:

- when and where a meeting or event should be held
- whom to invite – guests, participants, speakers etc.
- the documentation required
- refreshments which may be needed
- audio-visual equipment and other facilities
- whether interpreters are required
- other requirements, such as accommodation needs, transport, car parking, insurance requirements, publicity needs, etc.
- any safety issues which may be included
- advice from local authorities, police etc. regarding road closures, traffic diversions, etc., if appropriate

## Example Scheme of Work

Competence Criteria	Classroom Ideas	Resources	Notes
Session One			
1.1	<ul style="list-style-type: none"> <li>introduction to the module</li> <li>question and answer session. Revision of exactly what is meant by an event and a meeting</li> </ul>	<ul style="list-style-type: none"> <li>flipchart</li> <li>computers, printers and screen</li> <li>presentations software (e.g. PowerPoint)</li> <li>blank OHTs and pens</li> </ul>	<ul style="list-style-type: none"> <li>question/answer session to revise definitions of event/meeting from Standard Level</li> </ul>
2.2	<ul style="list-style-type: none"> <li>students brainstorm the different monitoring aids available</li> <li>tutor writes responses on flipchart</li> <li>then class splits into groups of four to discuss within each group the aids brainstormed</li> <li>groups to discuss the advantages and disadvantages of each aid listed on flipchart</li> <li>each group to prepare slides or OHTs for use in reporting findings of group discussions to whole class</li> <li>slides can then be printed or OHTs photocopied for students' reference folders</li> </ul>	<ul style="list-style-type: none"> <li>photocopier</li> </ul>	<ul style="list-style-type: none"> <li>tutor to elicit from students: diaries, checklists, action plans, work schedules, reminder systems, wall charts, wallboards, time schedules, activity schedules, etc.</li> <li>advantages/disadvantages, e.g. paper-based or electronic diaries, etc.</li> </ul>

Session Two			
3.2	<p>Different types of meetings:</p> <ul style="list-style-type: none"> <li>• individually, students list at least three examples of formal and informal meetings</li> <li>• in groups of five or six, students then discuss each other's lists and produce a combined list on a flipchart</li> <li>• class discuss the lists produced and note these for future reference</li> </ul>	<ul style="list-style-type: none"> <li>• flipcharts</li> <li>• computers, printers and screen</li> <li>• presentations software, e.g. PowerPoint</li> <li>• blank OHTs and pens</li> <li>• photocopier</li> </ul>	<ul style="list-style-type: none"> <li>• formal: AGM, board of directors, committees, governors, etc.</li> <li>• informal: social club, departmental, those organised to solve specific problems, etc.</li> <li>• include length and complexity of meetings and number of people involved, e.g. short half hour meeting with perhaps three people (team meeting); large all-day AGM with hundreds of people</li> <li>• all purposes for holding meetings should also be included</li> <li>• (see page 64 of syllabus)</li> </ul>
3.1	<ul style="list-style-type: none"> <li>• students split into pairs to discuss the reasons meetings are held – each pair to prepare a presentation using slides or OHTs</li> <li>• whole class discuss the findings and agree a final list for preparation as slides and printed or OHTs photocopied for reference folders</li> </ul>		

Session Three			
1.1,1.2	<ul style="list-style-type: none"> <li>• an opportunity for students to observe a meeting within their training centre (or locally-based organisation if they are employed or this can be arranged)</li> <li>• students to be told that they should observe the proceedings, but are to pay particular attention to the chairperson</li> </ul>	<ul style="list-style-type: none"> <li>• tutors will need to prepare this observation well in advance</li> <li>• presentations software can be used to produce the flow chart or may be drawn by hand</li> </ul>	<ul style="list-style-type: none"> <li>• a 'real life' meeting is preferable if necessary, a students' meeting, or similar, could be observed</li> <li>• a simulated meeting should only be used if no real life alternative can be used</li> <li>• students should be observing basic skills and professional techniques of a chairperson</li> <li>• flow chart to include brief description of the chairperson's role: <ul style="list-style-type: none"> <li>- powers</li> <li>- before the meeting</li> <li>- procedures at the meeting</li> <li>- after the meeting</li> </ul> </li> </ul>
4.1	<ul style="list-style-type: none"> <li>• back in the classroom (or for homework) students prepare (on computer or by hand) a flow chart of the chairperson's role - based on their observations</li> </ul>		

Session Four			
2.3	<ul style="list-style-type: none"> <li>students brainstorm communication methods used for organisation of a <b>meeting</b></li> <li>one student to record responses on a flipchart</li> <li>then work in pairs to explain which of the communication methods brainstormed they would use and in what circumstances</li> <li>class discussion on findings</li> </ul>	<ul style="list-style-type: none"> <li>flipcharts</li> <li>tutor-prepared information sheet summarising findings of discussion</li> </ul>	<ul style="list-style-type: none"> <li>oral communications: <ul style="list-style-type: none"> <li>telephone</li> <li>face-to-face conversations</li> </ul> </li> <li>written communications: <ul style="list-style-type: none"> <li>email</li> <li>fax</li> <li>memo</li> <li>letter</li> <li>report</li> <li>notice</li> <li>agenda</li> <li>publicity (advertisements etc.)</li> <li>minutes</li> <li>etc.</li> </ul> </li> </ul>
Session Five			
4.2	<ul style="list-style-type: none"> <li>meetings terminology: students to work on their own to research the meanings of the terminology used in meetings</li> </ul>	<ul style="list-style-type: none"> <li>tutor-prepared Information Sheet listing terminology – page 64 of syllabus</li> <li>library facilities (or similar)</li> <li>variety of reference books</li> </ul>	<ul style="list-style-type: none"> <li>important for students to understand all the terminology used in meetings as listed in the syllabus</li> <li>include all the essential items for minuting: <ul style="list-style-type: none"> <li>usual display</li> <li>topics and headings</li> <li>etc.</li> </ul> </li> </ul>
4.3	<ul style="list-style-type: none"> <li>question and answer session to elicit from students the essentials of minuting</li> </ul>		



Session Six			
1.1,1.2,1.3,2.1, 2.2,2.3	<ul style="list-style-type: none"> <li>• students organise a small meeting: preferably a meeting within their training centre so that they can work together - for example, if no catering facilities are available, they could organise a meeting to discuss what could be provided, e.g. canteen, limited refreshments and snacks, or vending machines etc.</li> <li>• students will need to plan, produce documentation, book venue, prepare signs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• suitable venue for meeting</li> <li>• a variety of monitoring aids and access to computers</li> <li>• computers, printers and possibly a screen</li> <li>• equipment for use during the meeting</li> </ul>	<ul style="list-style-type: none"> <li>• need to consider: <ul style="list-style-type: none"> <li>- date, time and venue</li> <li>- duration of meeting</li> <li>- equipment required , e.g. microphone, presentations and screen, etc.</li> <li>- documentation (notice, agenda) and chairperson's agenda and appropriate publicity</li> <li>- book venue</li> <li>- distribute documentation</li> <li>- day before meeting: check venue and all arrangements</li> <li>- day of meeting: equipment working, chairs, signs, spare copies of agendas, etc.</li> <li>- during meeting: appoint chairperson, and secretary to take minutes, date and time of next meeting (if appropriate)</li> <li>- after meeting: clear up, take down signs, put chairs away, draft minutes, chairperson to action</li> </ul> </li> </ul> <p><b>Note:</b> A chairperson's agenda would not normally be required for an informal meeting</p>

Session Seven			
2.1,2.3	<ul style="list-style-type: none"> <li>• review of previous session: organisation of a meeting – discussion among students of what worked and what did not</li> <li>• students to agree what they would do differently another time</li> </ul>	<ul style="list-style-type: none"> <li>• computers, printers and screen</li> <li>• blank OHTs and OHP pens</li> <li>• presentations software</li> <li>• photocopier</li> <li>• access to the World Wide Web, directories, reference books, hotel guides, advertising material for various local suppliers and services</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of instructions</li> <li>• the reasons events are organised</li> <li>• possibly need venue managers' permission</li> <li>• check: <ul style="list-style-type: none"> <li>- venue types</li> <li>- rooms – size, suitability</li> <li>- catering facilities</li> <li>- equipment</li> <li>- car parking</li> <li>- accommodation etc.</li> </ul> </li> </ul>
1.3	<ul style="list-style-type: none"> <li>• organising <b>external</b> events:</li> <li>• students work in groups of four or five to prepare checklists for use when inspecting venues</li> <li>• visit two or three venues, using checklists to check what each venue offers, prices, etc.</li> <li>• checklists put onto slides or OHTs</li> <li>• class discussion on checklists prepared – to include criticisms and positive feedback</li> </ul>		

Session Eight			
2.1	<ul style="list-style-type: none"> <li>split the class into two: each group to discuss the communication methods that would be used for the organisation of an <b>event</b></li> <li>reporter for each group to give findings to whole class</li> <li>further discussion – whole class to agree list of methods suitable for events</li> <li>a question and answer session of whole class: what communication protocols may affect the choice of methods of communication during the organisation of meetings or events?</li> </ul>	<ul style="list-style-type: none"> <li>computers, printers and screen</li> <li>blank OHTs and OHP pens</li> <li>presentations software</li> <li>photocopier</li> </ul>	<ul style="list-style-type: none"> <li>tutor to try to elicit that the organisation of an event is different to that of a meeting, e.g. the documentation would probably be invitations rather than agendas, etc.</li> <li>organisations differ in the communication methods that they use and, during the question and answer session, tutor will be enabling students to consider how the rules of organisations may affect the choice of communication methods</li> <li>the relationship between people within and outside an organisation - formal and informal methods of communication should also be included</li> </ul>

Session Nine			
1.1,1.2,1.3,2.1, 2.2,2.3	<ul style="list-style-type: none"> <li>• using same groups as in previous session, students use the information on the checklists in Session seven to plan and organise a small <b>simulated</b> event, such as a parents' evening</li> <li>• one student in each group to act as 'reporter'</li> </ul>	<ul style="list-style-type: none"> <li>• a plan of action needs to be agreed by each group</li> <li>• students will need access to monitoring aids, resources and computers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• each group should consider <ul style="list-style-type: none"> <li>- the date and time for the event</li> <li>- invitations and other documents required</li> <li>- any visual aids needed</li> <li>- refreshments</li> <li>- whether a speaker would be needed and ideas as to who this should be</li> <li>- publicity – whether required and, if so, what type would be appropriate</li> </ul> </li> <li>• tutor to give advice and feedback to each group while activity is ongoing</li> </ul>
Session Ten			
1.1,1.2,1.3,2.1, 2.2,2.3	<ul style="list-style-type: none"> <li>• each group gives a presentation to the whole class on what they organised and how they did it – using visual aids as appropriate</li> <li>• discussion of whole class to discover what they did differently and what they would do next time – gives them the opportunity to learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• computers, printers and screen</li> <li>• blank OHTs and OHP pens</li> <li>• presentations software</li> <li>• photocopier</li> </ul>	<ul style="list-style-type: none"> <li>• tutor acting as 'referee', giving help and guidance when appropriate</li> </ul>

Session Eleven		
1.1,1.2,1.3, 2.1,2.2,2.3	<ul style="list-style-type: none"> <li>• in groups of four or five (same as in previous sessions if preferred), students organise a small simulated external event, e.g. a sponsored charity event, such as a fun run</li> <li>• this can act as a 'rehearsal' for the event they will organise in their assignment</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring aids</li> <li>• computers, printers and screen</li> <li>• blank OHTs and OHP pens</li> <li>• presentations software</li> <li>• photocopier</li> </ul>
		<ul style="list-style-type: none"> <li>• will need to consider: <ul style="list-style-type: none"> <li>- venue</li> <li>- date, time</li> <li>- whom to invite – participants, their guests, etc.</li> <li>- refreshments required: for whom and what type</li> <li>- equipment</li> <li>- maps</li> <li>- documentation (e.g. invitations, leaflets, brochures etc.)</li> </ul> </li> </ul>

Session Twelve			
1.2,1.3,	<ul style="list-style-type: none"> <li>working in same groups of four or five, students work together to produce a report describing how the event was planned and executed, the monitoring aids used, whether these were successful and what they would do differently next time, and what communication methods and protocols were used</li> </ul>	<ul style="list-style-type: none"> <li>computers, printers and screen</li> <li>blank OHTs and OHP pens</li> <li>presentations software</li> <li>photocopier</li> </ul>	<ul style="list-style-type: none"> <li>tutor must stress that, although the organisation of an event can be a group activity, the production of the report in the assignment must be <b>each individual student's own work</b></li> <li>tutor may wish to assess these reports for positive feedback to students</li> <li>remind students that copies of written communications and transcripts of telephone and face-to-face conversations should be included</li> </ul>
Session Thirteen			
1.1	<ul style="list-style-type: none"> <li>working in pairs, students discuss how the organisation of a meeting differs from that of an event</li> <li>report back to class for further discussion</li> <li>write up findings</li> </ul>	<ul style="list-style-type: none"> <li>students need to find space for them to discuss and record their findings</li> <li>flipcharts for use by each group reporter</li> </ul>	<ul style="list-style-type: none"> <li>tutor to ensure that all main points are highlighted during feedback to whole class</li> <li>each pair should nominate a 'reporter' to feedback findings to whole class</li> </ul>
Session Fourteen			
All	<ul style="list-style-type: none"> <li>revision, according to individual student needs, before assignment</li> <li>students may wish to look at all elements of event organisation required, such as the monitoring aids they propose to use, the kind of communications, e.g. oral, written and the protocols that may affect their choices</li> </ul>	<ul style="list-style-type: none"> <li>access to reference books</li> <li>monitoring aids</li> <li>computers and printers</li> <li>access to the World Wide Web</li> <li>a range of stationery, including letterheaded paper etc.</li> </ul>	<ul style="list-style-type: none"> <li>the resources required will largely depend on where the student organises the event, for example, those who organise an event at work are likely to have resources available to them but students who are not employed will require access to a full range of resources to ensure that those who are employed do not have any advantages</li> </ul>

Session Fifteen			
All	<ul style="list-style-type: none"> <li>students research and discuss together the events which they could organise for their assignment</li> </ul>	<ul style="list-style-type: none"> <li>access to the World Wide Web</li> <li>computers, printers, etc.</li> <li>a range of brochures, catalogues and price lists for local venues</li> </ul>	<ul style="list-style-type: none"> <li>shared experience can be very useful: students not only learn from each other but can also offer help and support</li> <li>students should be given time to research the type of event they wish to organise</li> <li>those students who are employed may have more opportunities to undertake the assignment than those who are not employed</li> <li>students who do not have so many opportunities because they are not employed can undertake a simulated assignment if it is impossible to organise a real event, but should be careful to include all the skills and knowledge required</li> </ul>
Session Sixteen			
All	<ul style="list-style-type: none"> <li>students should read the Assignment Guidelines carefully and plan the event they wish to organise</li> <li>a relatively small event may be preferred, bearing in mind that a report must be produced, of no more than 2,500 words</li> <li>each student should then discuss possible ideas with the tutor and modify the proposed plan if required</li> </ul>	<ul style="list-style-type: none"> <li>photocopied pages of the Assignment Guidelines so that each student has his/her own copy</li> </ul>	<ul style="list-style-type: none"> <li>this session can be used to ensure that students know exactly what is required but the organisation of the event must be the students' unaided work and a report must be produced by each individual student</li> </ul>

Session Seventeen		
5.1,5.2	<ul style="list-style-type: none"> <li>• assignment: organise an event and produce an individual written report</li> </ul>	<ul style="list-style-type: none"> <li>• computers and printers</li> <li>• stationery and monitoring aids</li> <li>• access to the World Wide Web, directories, reference books, hotel guides, advertising material for various local suppliers and services</li> </ul> <ul style="list-style-type: none"> <li>• event should preferably be real, but may be simulated if a real event cannot be organised</li> <li>• report must include <ul style="list-style-type: none"> <li>• a brief outline of what the student intends to organise</li> <li>• a description of how the event was planned and executed</li> <li>• monitoring aids used, whether or not these were successful and what would be done differently next time</li> <li>• communication methods and protocols used</li> <li>• a conclusion of the success of the event</li> </ul> </li> <li>• copies of written communications used should be included and may be in the form of appendices to the report, if preferred</li> <li>• transcripts of telephone and face-to-face conversations should also be included, but students may, if they wish, provide video and/or tape cassette material so long as this is authenticated by the tutor</li> </ul> <p><b>Note:</b> those students who organise a simulated event must also include a conclusion on the success of the event</p>



## List of Resources

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### Books

Title	Author(s)	Publisher	Date
Administration Procedures for Advanced Secretarial Students	Carysforth	Heinemann	1997
Administration Procedures for Higher Secretarial Diplomas	Jefferson, Sealy	Heinemann	1999
Business Administration for Secretarial Certificates	Sutherland, Carwell	Heinemann	1999
Business for Advanced Secretarial Students	Carysforth	Heinemann	2001
Merriam-Webster's Secretarial Handbook	Huth	Merriam-Webster	1994
Modern Business Administration	Appleby	FT Prentice Hall	1994
NVQ Administration Level 3	Carysforth, Rawlinson	Heinemann	2001
Office Procedures	Harrison	Longman	1996
Secretarial Duties	Harrison	Longman	1996
Secretarial Procedures, International Administration	Maclay, Harrison	Longman	1994
Simulated Work Activities	Carysforth	Heinemann	1996
The Personal Assistant: Advanced Secondary Student's Manual	Carysforth	Heinemann	1998
The Professional Secretary	Spencer, Pruss	Continuum International Publishing Group	2000

### Websites

There are many useful websites – some where you can buy resources on-line - and others of publishers etc. detailing what is available, e.g.

[www.amazon.com](http://www.amazon.com)

Search engines are also very good sources of information, e.g.

[www.ask.com](http://www.ask.com)

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)