Overview

This 12-week, Continuing Education Program is fully online and introduces students to planning, organizing, delivering, and evaluating special events.

The Special Event Planning program consists of four modules: Best Practices in Special Event Management; Event Coordination, Event Marketing; Risk Management and Evaluation. Over the 12 weeks, students will be introduced to the event planning process through weekly discussions and completion of simulation assignments for an event of their choice.

Time and Expectations

The program has specific start and end dates and regular assignments due throughout the program. Students should expect to spend a minimum of eight hours per week over the 12-week study period (96 hours). Time will be spent on readings, participating in on-line discussions with peers, browsing through course resources (PowerPoints, readings, links to websites), and exploring practical aspects of event planning by completing weekly Simulation Assignments.

Special Event Planning Certificate

To earn the Special Event Planning Certificate, you must successfully complete all four online course modules (three-weeks each with a minimum of 24 hours each):

* PVBM-1201: Best Practices in Special Event Management
* PVBM-1202: Event Coordination
* PVBM-1203: Event Marketing
* PVBM-1204: Risk Management and Evaluation

Pre-requisites & Technical Requirements

* Adequate English communication skills and ability to read and write at a post-secondary level
* Basic Computer Skills (Use a web browser and word processor, send and receive emails, create, save and upload a files)
* Comfortable using Microsoft / Apple Word possessing programs (Word, Excel, PowerPoint, Email)
* Reliable computer and internet connection for the duration of the course

Required Texts or Materials

All readings/course materials are online and provided within the program.

Information

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| Program Administration: |  | Instructor: |
| College of the Rockies | Kimberley Campus |  | [Erin Wilkins, BA, MBA](https://www.cotr.bc.ca/sepac/cotr_web.asp?IDNumber=168) |
| 250-427-7116 x3752 |1-877-489-2687  <http://www.cotr.bc.ca/sepac>| [kimberley@cotr.bc.ca](mailto:kimberley@cotr.bc.ca) |  |  |

Course Content

Module 1: PVBM-1201 Best Practices in Special Event Management

# In Module 1, you will establish the theoretical and practical foundation for special event planning. Students will be introduced to different types of special events, learn how to conceptualize a special event, and examine strategic planning for special events.

# Learning Outcomes

At the end of Module 1, the student will be able to:

* Define special events and distinguish between different kinds of special events
* Identify the major impacts which special events have on their stakeholders and host communities
* Discuss the importance of the strategic planning process in achieving desired outcomes
* Construct an appropriate vision and mission for a special event and write SMART goals and objective
* Describe what a feasibility study is
* Complete a SWOT analysis
* Identify stakeholders for a special event and identify the potential needs of the various stakeholders
* Apply the process of developing an event concept

Module 2: PVBM-1202 Event Coordination

In Module 2, students will learn about human resources (staff and volunteers) required for special event management, operational planning (logistics), and staging requirements of a special event. A key aspect of event planning and management is the ability to pay attention to a myriad of details, some major and some minor. How do events come together to create a meaningful, magical, and memorable experience? How does one coordinate events to ensure that something important is not missed? By completing this module, students will find their own way to organize and arrange all the important details in order to create a quality event that they are proud of.

# Learning Outcomes

At the end of Module 2, the student will be able to:

* Outline procedures for recruiting and selecting staff and volunteers for an event
* Identify and explain what motivates people to volunteer and perform effectively and efficiently
* Explain the concept of logistics management and its place in event management
* Construct a logistics plan, checklist and timeline
* Analyze and identify the staging requirements of an event
* Create a production schedule for a special event

Module 3: PVBM-1203 Event Marketing

In Module 3, students will learn how to market a special event, and how to create successful relationships with sponsors. Marketing is not just advertising; "marketing is concerned with satisfying consumer needs and wants by exchanging goods, services, or ideas for something of value" (Allen et al, 2005). In order to meet the needs of our consumers, we need to know how they make decisions and what their needs are. With this information, we can create the event experience they are attracted to, and that they desire. Students will learn about the concept of marketing, the steps in a strategic marketing process including how to conduct event marketing research, and create an event marketing and sponsorship plan.

# Learning Outcomes

At the end of Module 3, the student will be able to:

* Explain the terms "marketing" and "quality"
* Conduct basic event marketing research
* Identify and describe the event customer's decision-making process, using the PIECE acronym
* Identify target markets and develop marketing objectives for a special event
* Plan the event "service-product" experience to meet the needs of the consumers
* Program and package the special event
* List and select the appropriate “marketing mix” for a special event
* Explain how sponsorship is used in the context of special events and festivals
* Identify the key sponsorship benefits sought by event organizers as well as potential sponsors
* Develop strategies to manage event-sponsorship relationships to develop positive and enduring relationships with sponsors

Module 4: PVBM-1204 Risk Management and Evaluation

In Module 4, students will learn about financial management, risk management and evaluation of special events. Students will learn how to create a basic budget and keep their event on track financially. Students will learn how to conduct a risk assessment and how to create plans to mitigate risk. Students will also explore licenses, permits and legal issues related to event management, and explore evaluation tools and techniques for ongoing feedback and post event evaluation.

# Learning Outcomes

At the end of Module 4, the student will be able to:

* Define the term "control" and articulate the purpose of having control systems in place for special events
* Define terms such as cash flow, costing, income, expenditures, and revenue
* Construct a basic budget for a special event
* Define the term "risk management" and articulate the role of risk management in the overall event management process
* Explore regulations, permits, laws, etc. that govern special event planning in a community
* Construct a basic risk management plan for a special event
* Describe the role of evaluation in the event management process
* Discuss the evaluation needs of event stakeholders and create an event evaluation tool
* Identify and use secondary research sources
* Create an evaluation plan for an event

Evaluation

In order to successfully complete this program, student must participate in Weekly Discussions and Simulation Assignments to the standards that are set and assessed by the instructor as follows:

**Weekly Discussions**

* Students are required to participate in weekly discussion questions posted by the instructor, and apply theory learned to different aspects of event planning.
* Students must post two times per discussion forum. Students must make initial postings for each discussion question, each week, by Thursday, 11:55 pm of that week in order for their posting to be considered for credit. In addition, each student is required to follow up to another student’s post by 11:55 am on Sunday of the same week. The follow up must add something to the discussion to receive credit – it should highlight learning, or insight gained as a result of the initial post, and use critical thinking skills and personal experience to challenge the thinking of the individual who posted the initial post in a constructive manner. Instructor feedback may require students to add another post or posts, or do more research, to satisfy the requirements for “good” post quality stated above.
* Students may reply to as many posts as you wish, but credit for only one initial post and one follow up post is required. Unless prior permission is requested, and given by the instructor, late posts will not be marked.
* For discussion question postings, the instructor will be looking for evidence of creativity (e.g. your answers are unique), critical thinking ability, good communication skills, reflection of theory learned through the readings, and ability to practically apply learning.

The instructor will provide feedback to the students within the discussion forum based on the following rubric:

Discussion Questions Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| Needs improvement | Getting There | Good | Great |
| Student does not respond to each discussion question; posting cannot be understood by peers or instructor; post is too similar to one written by another student who posted earlier | Postings short in length, lack substance or are difficult to understand; simple points, little explanation or rationale given, and little reference to theory | Student demonstrates a reasonable grasp of theory and is able to articulate what they have learned | Postings are comprehensive, using a combination of theory learned plus evidence of student’s own experience and critical thinking ability; evidence of learning and application of theory; postings easy to read and understand |

**Simulation Assignments**

Students are required to complete weekly Simulation Assignments where they will apply their learnings to a ‘mock event’ of their choice which they will use throughout the semester.

A student must achieve a mark of 70/100 or higher to satisfactorily complete their assignment. If an assignment is not completed to the satisfaction of the instructor, the student will have an opportunity to correct and re-submit their assignment, provided the initial assignment was completed during the week it was due AND the corrections are posted before the Thursday noon of the following Module.

A rubric outlining the criteria for successful completion of Simulation tasks is given as follows:

Simulation Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| Needs Improvement  (mark less than 50) | Getting There  (mark between 50 and 70) | Good  (mark between 70 and 80) | Satisfactory completion  (mark of 90 or higher) |
| Simulation lacks the basic requirements as requested by the instructor; the simulation is incomplete; many important details missed | Simulation is complete, and meets the minimum basic requirements; demonstrates basic understanding and application of theory, but still missing some key details | Simulation is complete, all required details included, knowledge and application of theory demonstrated | Simulation is complete, all required details included, knowledge and application of theory / course material and practical experience demonstrated; good attention to detail, student has attempted to take assignment to a higher level of critical thinking, research, planning and implementation |

Students must satisfactorily complete all Discussion and Simulation Assignments (70/100), in the time allotted, to receive credit for this course. Unless prior permission is given by the instructor ahead of time, late assignments will not be marked.

Course Changes

Information contained in this course outline is correct at the time of publication. Content of the course is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.