

# Qualification specification

**NCFE Level 2 Certificate in Virtual Events  
Coordination**

**QN: 610/0523/X**

**This qualification is now withdrawn**



**Qualification summary**

<b>Qualification title</b>	NCFE Level 2 Certificate in Virtual Events Coordination		
<b>Ofqual qualification number (QN)</b>	610/0523/X	<b>Aim reference</b>	6100523X
<b>Guided learning hours (GLH)</b>	125	<b>Total qualification time (TQT)</b>	180
<b>Minimum age</b>	16		
<b>Qualification purpose</b>	This qualification is designed for learners who want to gain the knowledge and skills required in organising and overseeing virtual events. Learners will understand the role of a virtual events coordinator which includes planning and implementation of a virtual event's goals and strategy.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		
<b>Work/industry placement experience</b>	Work/industry placement experience is not required.		

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## Section 1: introduction

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

### Aims and objectives

This qualification aims to:

- focus on the study of virtual events coordination in the business, IT and sales sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire knowledge and some practical skills

The objectives of this qualification are to enable learners to:

- gain an overview of the skills required for virtual events coordination
- understand how the role of digital marketing in planning virtual events can support promotional efforts for a business
- understand roles and responsibilities that are essential for the successful planning and delivery of virtual events
- understand the importance of attendee engagement during virtual events and methods and resources that can be used to maintain it
- develop a good knowledge of the different methods used in evaluating virtual events to inform best practices for future planning
- progress to other related general and/or vocational qualifications

### Support handbook

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

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

### Guidance for entry and registration

This qualification is designed for learners who want to increase their knowledge, skills and understanding of virtual events coordination. This qualification also considers the development and execution of virtual event goals and allow learners to progress into specialist study or employment in the sector upon successful completion.

It may also be useful to learners studying qualifications in the following areas:

- business
- information technology
- sales and marketing

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

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 1 qualification in an area such as digital skills, business, sales or marketing.

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, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### **Achieving this qualification**

To be awarded this qualification, learners are required to successfully achieve **6** mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

### **Progression**

Learners who achieve this qualification could progress to the following:

- employment:
  - virtual events specialists
  - digital events coordinator
  - virtual events operations executive
  - training coordinator
  - events coordinator
  - conference producer
  - digital community manager
  - marketing and events coordinator
- further education:
  - Level 3 Certificate in Digital Support
  - Level 3 Diploma for Business Administrators
  - Level 3 Diploma in Skills for Business: Sales and Marketing
  - Level 3 Diploma in Skills for Business: Retail
  - Level 3 Diploma in Skills for Business: Human Resources
  - Level 3 Diploma in Skills for Business: IT
  - Level 3 Diploma in Skills for Business: Customer Service
  - Level 3 Diploma in Skills for Business
  - Level 3 Diploma in Management Skills and Knowledge

## Resource requirements

To assist in the delivery of this qualification, centres and learners should have access to the following mandatory resources to cover all the appropriate learning outcomes:

- a desktop computer or laptop with internet access
- web browser software/applications
- virtual event software/applications

## Real work environment (RWE) requirement/recommendation

Experience in the real work environment is not required.

## Work/industry placement experience

Work/industry placement experience is not required.

## 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.

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners must be successful in this component to gain the Level 2 Certificate in Virtual Events Coordination.

All the evidence generated by the learner will be assessed against the standards expected of a level 2 learner 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.

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.

A centre may choose 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, learning outcomes, 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.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

## **Section 2: unit content and assessment guidance**

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

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 your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.



## Unit 01 Understand virtual events (R/650/1462)



Unit summary			
This unit covers types of virtual events and will allow learners to explore different virtual event platforms to determine their suitability in hosting different types of events.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand types of virtual events	1.1 Define the term 'virtual event' 1.2 Describe the main types of virtual events with examples
2. Understand different hosting platforms that can be used for virtual events	2.1 Compare the <b>features</b> of different <b>platforms</b> used for virtual events 2.2 State the advantages and disadvantages of using different platforms for different events 2.3 Explain how to use a platform for a virtual event
3. Understand the elements of a virtual event	3.1 Explain the <b>different elements</b> to consider when planning a virtual event
4. Understand the benefits and challenges of virtual events	4.1 Describe the <b>benefits</b> of virtual events 4.2 Describe the <b>challenges</b> of virtual events

Range
<p><b>2. Understand different hosting platforms that can be used for virtual events</b></p> <p><b>2.1 Features:</b> for example: customisable landing pages, screen sharing, marketing tools, automation, mobile compatibility, secure registration system, live chat, live polling/voting, question and answer system, handouts, recording and transcription, video quality, breakout rooms/workspaces, integration capabilities, live stream, post event survey, data analytics, third party applications.</p> <p><b>2.1 Platforms:</b> for example: paid for or free software, application or cloud-based platforms such as Zoom, Microsoft Teams, Google Meet, Skype, FaceTime, GoToMeeting, Webex by Cisco, Facebook Live, YouTube.</p> <p>This list is indicative only as available platforms will change over time. Current platforms should be explored.</p>
<p><b>3. Understand the elements of a virtual event</b></p> <p><b>3.1 Different elements</b> could be:</p> <ul style="list-style-type: none"> <li>• live video or audio/pre-recorded</li> <li>• registration/sign up</li> <li>• choice of platform</li> <li>• budget/resources</li> <li>• engagement expectations</li> <li>• structure of event</li> <li>• contributors</li> <li>• risk management</li> </ul>
<p><b>4. Understand the benefits and challenges of virtual events</b></p> <p><b>4.1 Benefits</b> could include:</p> <ul style="list-style-type: none"> <li>• audience size</li> <li>• accessibility</li> <li>• cost</li> <li>• time</li> <li>• location</li> </ul> <p><b>4.2 Challenges</b> could include:</p> <ul style="list-style-type: none"> <li>• technology</li> <li>• privacy</li> <li>• security</li> <li>• engagement</li> <li>• distractions</li> </ul>

**Delivery and assessment guidance**

**1.2** The learners must describe at least 3 different types of virtual events. These could be internal or external events such as a:

- meeting/conference
- webinar
- hybrid event
- webcast
- livestream

Learners must describe the general nature of a virtual event and its purpose.

**2.1** Learners should compare the features of at least 3 different platforms used for virtual events.

**2.2** Learners should choose at least 3 different platforms and describe the advantages and disadvantages of using them for different types of events.

**2.3** Learners should choose one platform identified in 2.1 and explain how it can be used in practice.

**3.1** Learners must show that they understand the impact and potential constraints of a variety of elements when planning a virtual event.

**Types of evidence**

- presentation
- learner report
- individual notes from participating in a small group discussion

## Unit 02 Understand the role of the virtual events coordinator (T/650/1463)



Unit summary			
In this unit, learners will understand the role of the virtual events coordinator. Learners will also understand the importance of maintaining compliance with data protection requirements in the planning and delivery of a virtual event.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of the virtual events coordinator	1.1 Explain the duties and responsibilities of a virtual events coordinator
	1.2 Assess the skills and behaviours required for a virtual events coordinator
	1.3 Identify other roles that may be needed to support a virtual event
2. Understand how data protection regulations are relevant to the planning and delivery of a virtual event	2.1 Define what is meant by personal data
	2.2 Describe the purpose of data protection requirements
	2.3 Explain why it is essential to choose a data protection compliant platform
	2.4 Explain why it is important to gain consent when sharing participants data with others
3. Understand how to prepare attendees and contributors for a virtual event	3.1 Describe ways to prepare attendees for a virtual event
	3.2 Describe how to prepare <b>contributors</b> for a virtual event
	3.3 Explain the benefits of preparing contributors for a virtual event

Range
3. Understand how to prepare attendees and contributors for a virtual event
<b>3.2 Contributors</b> could be: <ul style="list-style-type: none"> <li>• speakers</li> <li>• presenters</li> <li>• panelists</li> </ul>

### Delivery and assessment guidance

**1.1** Learners should explain how the virtual events coordinator needs to plan for the virtual event. This may include marketing, communication, timing, registering attendees, engaging speakers/contributors or technical support, evaluation and data collection. Consideration should be made of the aims and objectives of the event.

**1.2** Anticipating that the virtual events coordinator will need to work with others when planning a virtual event, the learner must assess the skills and behaviours needed by the coordinator which will help the virtual event to be successful.

**1.3** Learners should consider others who might work with the virtual events coordinator when planning a virtual event. This could include external and internal stakeholders (for example, audio/video specialist/digital team, sales/marketing team, speakers/presenters, data analysts, sponsors).

**2.1** The definition should be in line with the guidance from the Information Commissioner's Office (ICO).

**2.2** Learners should cover the most current guidance. At time of print this is the Data Protection Act 2018 (UK).

**2.3** Learners should consider the effect of non-compliance for the business and their virtual event participants.

**2.4** Learners should consider consent to share data internally within the business and externally with other businesses.

**3.1** Learners should consider the pre-event information that might be needed. This could be confirmation of their attendance, technology requirements/navigation assistance, resources to be provided (pre-, during and post-event), agenda/schedule. Preparation could also be in the form of reminders, understanding participant expectations, pre-event build up.

**3.2** Learners should consider making a plan to perform technical checks on the platform with contributors and sharing the schedule. They should consider the sharing of resources with contributors either pre-event, during and post-event.

**3.3** In explaining the benefits of preparing contributors, learners should also consider the impact of not preparing contributors for the virtual event.

### Types of evidence

- learner report
- individual notes from participating in a small group discussion

**Unit 03 Understand the role of digital marketing in promoting virtual events (Y/650/1464)**

Unit summary			
This unit aims to provide learners with an understanding of the role of digital marketing and marketing strategies in promoting virtual events. Learners will also be able to make a comparison between digital and traditional marketing with a focus on the challenges that may occur with the use of digital marketing.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>25 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of digital marketing in promoting virtual events	1.1 Describe the role of digital marketing in promoting virtual events
	1.2 Identify a range of digital marketing <b>strategies</b> that can be used to promote virtual events
2. Understand the benefits and challenges of digital marketing	2.1 Compare strategies used in both digital marketing and traditional marketing when promoting virtual events
	2.2 Explain the challenges of using digital marketing to promote virtual events

Range
1. Understand the role of digital marketing in promoting virtual events
<b>1.1 Strategies:</b> <ul style="list-style-type: none"> <li>• social media and email campaigns (for example, Facebook, Instagram, Twitter, LinkedIn)</li> <li>• influencer marketing</li> <li>• search engine optimisation (SEO) campaigns</li> <li>• affiliate marketing</li> <li>• pay-per-click</li> </ul>

**Delivery and assessment guidance**

**1.1** Learners should also consider how the promotion is presented to the audience, such as graphics, video content, interactivity, call to action.

**1.2** Learners should consider the marketing mix (product, price, place, promotion), including the unique selling point (USP) of the event. They should consider the target audience and the suitability of the distribution channels. Learners may choose to focus on one actual event or one given through a case study.

**2.1** Learners should compare at least 3 different digital marketing options and 3 traditional marketing options.

**2.2** Learners could consider technical capabilities, cost, limitations of the chosen platform and data protection.

**Types of evidence**

- learner report
- assignments
- presentations

**Unit 04 Planning virtual events (A/650/1465)**

Unit summary			
In this unit learners will be able to produce an outline plan for a virtual event.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>25 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to produce an outline plan for a virtual event	1.1 Produce an outline plan for the delivery of a selected virtual event, to include: <ul style="list-style-type: none"> <li>• purpose and type of the event</li> <li>• targets</li> <li>• event partners</li> <li>• communication</li> <li>• budget overview</li> <li>• agenda</li> <li>• contributors</li> <li>• timelines</li> <li>• physical and human resources required</li> <li>• target audience</li> <li>• promotional activities</li> <li>• evaluation</li> <li>• platform and its features</li> </ul>
2. Be able to plan for unexpected situations	2.1 Explain the need for a virtual event contingency plan 2.2 Produce a contingency plan to cover unexpected situations that could occur during the virtual event



### Delivery and assessment guidance

**1.1** Learners are required to produce an outline plan for a selected event. The plan must cover all the criteria listed. This could be an actual event, or one given through a case study.

- **purpose and type of event** – should include aims and objectives of the event and could include the unique selling point
- learners should identify their **event partners** (both internal and external) and state their involvement. Learners could consider sponsorship
- **agenda** – would cover the structure for the event. Possible session formats must also be covered, and the relative use of each, (for example, panel discussions, one-to-one interviews, pre-recorded sessions, video inserts, PowerPoint presentations with presenter visible/invisible in the frame – what works best and why). Also consider intro and outro scripts and who will prepare the required material
- **contributors** – learners should consider ensuring a diverse and representative spread of contributors; methods of legally sourcing work email addresses (for example, subscribing to or purchasing company contact datasets); getting in touch with corporate communications teams; utilising speaker referrals and chasing up invitations regularly to ensure enough speakers are recruited. This section should also feature devising effective communication emails to recruit speakers and, speaker engagement up to the day of the event to avoid dropouts

**2.1** Learners must also consider the risks of not having a virtual event contingency plan in place.

**2.2** Learners will base the contingency plan on the event they have planned in AC1.1 to cover 2 unexpected incidents. Incidents could include technology issues, participants unable to access the platform, contributors/speakers unable to attend or lack of attendees.

### Types of evidence

- learner report
- product

**Unit 05 Understand attendee engagement for virtual events (D/650/1466)**

Unit summary			
In this unit learners will understand the importance of attendee engagement at virtual events and methods used to encourage engagement.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>15 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand attendee engagement within virtual events and how it differs to non-virtual events	1.1 Compare the benefits and challenges of attendee engagement between virtual and non-virtual events 1.2 Explain why attendee engagement is particularly important for virtual events
2. Know different methods to keep attendees engaged	2.1 Describe ways to ensure attendee engagement during a virtual event 2.2 Give examples of incentives that could be used to keep attendees engaged

Delivery and assessment guidance
<p><b>1.1</b> Learners could consider networking, discussion, question and answer, unforeseen events, accessibility, privacy and security, evaluation and analytics, distractions, screen time, video/audio challenges (both technological and choice to use).</p> <p><b>1.2</b> Learners could consider revenue/sales generation (where ads are placed during virtual events), decision making following feedback.</p> <p><b>2.1</b> Learners should describe a minimum of 6 different ways to keep attendees engaged during a virtual event. This could include live polls, question and answer, competitions and games, breakout rooms, screensharing, video.</p> <p><b>2.2</b> Learners could consider incentives such as free gifts, discounts and prizes. They should give examples of how these could be used.</p>
Types of evidence
<ul style="list-style-type: none"> <li>• learner report</li> <li>• individual notes from participating in a small group discussion</li> <li>• presentation</li> <li>• assignment</li> </ul>

## Unit 06 Understand the evaluation process for virtual events (F/650/1467)



Unit summary			
In this unit learners will investigate why virtual events are evaluated and how the data can show the value of the event and inform future ones. Learners will also look at tools and feedback for evaluating virtual events.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 2</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the benefits of evaluating virtual events	1.1 Explain what is meant by the term 'evaluation' 1.2 Describe why it is important to evaluate a virtual event and who would benefit from receiving the information
2. Understand the tools and feedback that can be used to evaluate virtual events	2.1 Explain the difference between formal and informal feedback 2.2 Describe how <b>different methods</b> of gathering data and feedback can be used to evaluate a virtual event
3. Understand how data can be used to show the value of the virtual event	3.1 Explain the types of quantitative data that can be gathered from a virtual event and what this might indicate 3.2 Explain the types of qualitative data that can be gathered from a virtual event and how this is useful 3.3 Assess how data or feedback from a virtual event can be presented for different audiences

Range
2. Understand the tools and feedback that can be used to evaluate virtual events
<b>2.2 Different methods</b> could include: <ul style="list-style-type: none"> <li>• feedback surveys</li> <li>• comments from attendees</li> <li>• feedback from event team</li> <li>• media mentions</li> <li>• social media engagement</li> <li>• data collection</li> <li>• attendance</li> </ul>

**Delivery and assessment guidance**

**1.1 and 1.2** Learners should explain the term 'evaluation' and then consider how the results of the evaluation will impact on planning future events. They should consider a variety of stakeholders.

**2.1** Learners should explain the difference between formal and informal feedback, considering its value and reliability.

**2.2** Learners should describe at least 4 different methods of collecting data, considering the advantages and disadvantages of each.

**3.2** Learners should identify the types of qualitative data that they could collect via feedback/surveys, demographic attendee information, social media engagement and buying interest.

**3.3** This could include charts, tables, graphs, reports, presentations. Learners should say how this might differ for a range of audiences.

**Types of evidence**

- learner report
- individual notes from participating in a small group discussion

**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 3: 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).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between 2 or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Association of British Professional Conference Organisers, (ABPCO): [www.abpc.org/about-abpc](http://www.abpc.org/about-abpc)
- Association of Event Organisers: [www.aeo.org.uk/welcome](http://www.aeo.org.uk/welcome)
- Institute of Event Management <https://event-managers.institute>
- Meetings Industry Association: [www.mia-uk.org](http://www.mia-uk.org)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE do not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

### Other support materials

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.

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## Appendix A

### Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

★ Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units

	Unit number	Regulated unit number	Unit title	Level	GLH
★	01	R/650/1462	Understand virtual events	2	20
★	02	T/650/1463	Understand the role of the virtual events coordinator	2	20
★	03	Y/650/1464	Understand the role of digital marketing in promoting virtual events	2	25



Unit number	Regulated unit number	Unit title	Level	GLH
04	A/650/1465	Planning virtual events	2	25
05	D/650/1466	Understand attendee engagement for virtual events	2	15
06	F/650/1467	Understand the evaluation process for virtual events	2	20

The units above may be available as stand-alone unit programmes. Please visit our website for further information.