



Australian Government

Department of Education, Employment and Workplace Relations

SITXEVT014A Develop conference programs

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop conference programs.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to individuals who are responsible for the overall design of a conference program and is relevant to the full range of industry contexts. The unit is specialised in nature, and relates to conferences that include a significant business program. It requires the application of detailed knowledge of conference formats and options as well as a sound understanding of learning and development issues that impact on program design.

Meetings or conference managers, either internal or external to the sponsoring organisation, undertake this role. They work autonomously in consultation with others, and often under the overall guidance of an organising committee.

More general conference organisation skills are found in business units such as BSBADM503A Plan and manage conferences.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish program requirements.	<p>1.1 Analyse overall <i>conference context, scope and objectives</i> in consultation with <i>stakeholders</i> to determine program parameters and balance.</p> <p>1.2 Develop and agree on <i>specific program requirements</i> in consultation with relevant stakeholders.</p> <p>1.3 Assess <i>internal and external factors</i> for impact on program design.</p>

ELEMENT	PERFORMANCE CRITERIA
2 Design conference program.	<p>2.1 Develop overall conference format within known budget, venue and staging constraints.</p> <p>2.2 Research, analyse and assess various options for different <i>program components</i> and investigate ways to incorporate innovative approaches.</p> <p>2.3 Identify and integrate the use of appropriate <i>technologies</i> in program development.</p> <p>2.4 Include activities that integrate <i>educational, learning and development principles</i> appropriate to the target audience.</p>
3 Finalise program details.	<p>3.1 Create cohesive program by integrating all program components.</p> <p>3.2 Present proposed conference program to appropriate stakeholders within required timeframe.</p> <p>3.3 Negotiate program details with stakeholders and gain appropriate approvals.</p> <p>3.4 Initiate appropriate actions in relation to dissemination and publication of conference program.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- research skills to interrogate wide-ranging and complex information sources to develop options for different conference program components
- critical thinking skills to analyse, assess and distil program options to best meet conference objectives
- communication skills to consult and reach agreements with stakeholders on program details and to present program information
- literacy skills to research and interpret complex information
- numeracy skills to work with conference schedules and timing issues.

The following knowledge must be assessed as part of this unit:

- typical conference session formats, and the features, advantages and disadvantages of different options
- scheduling options and issues for conferences of varying durations
- links between different program components and how these affect program design
- needs of different segments of the market (e.g. corporate, associations and government) in relation to conference activities
- range of options for conference staging, including key staging components, room layouts and current technologies
- educational, learning and development principles, including learning principles for different groups, varying learning styles and features of learning materials
- features of academic abstracts and how these are used.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment Evidence of the following is essential:

EVIDENCE GUIDE

and evidence required to demonstrate competency in this unit

- ability to design a practical conference program to meet overall objectives and needs of the target audience within budgetary guidelines
- detailed knowledge of the range of options available to conference organisers in terms of venues, staging, format, and pre and post-touring components
- development of a program for at least one conference that is actually held.

Context of and specific resources for assessment

Assessment must ensure:

- involvement of a sponsoring organisation or individual with whom the candidate must liaise
- use of current industry information sources and technology to develop conference program option.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- project to develop a program for a conference
- case studies or projects to assess knowledge of programming for different types of conferences
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

SITTPPD003B Source and package tourism products.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Conference context, scope and objectives may relate to:

- current local, national and international industry or community issues and activities
- profile of the host organisation
- internal organisation objectives and development needs
- wider industry development needs
- current and emerging research
- characteristics of desired delegates
- required timing and dates for conference.

Stakeholders may include:

- clients
- organising committees
- management
- industry associations
- event-specific practitioners, such as medical practitioners at a medical conference
- community organisations.

Specific program requirements may relate to:

- program duration
- keynote speakers and facilitators
- learning and development focus
- balance of social and business program.

Internal and external factors may include:

- speaker or facilitator availability
- venue-related issues
- current and emerging industry trends
- emerging research.

RANGE STATEMENT

Program components may include:

- business program, such as:
 - plenary sessions
 - workshops and break-out sessions
 - remote components
- breaks
- catering
- links with other parallel events
- social program
- pre and post-touring elements.

Technologies may relate to:

- ways to enhance presentations
- remote conferencing options
- venue requirements
- delivery of program information to delegates.

Educational, learning and development principles may relate to:

- principles of adult learning
- different learning styles of particular groups
- key principles in developing learning materials and designing educational experiences
- use of interpretive techniques
- action and experiential learning.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Event Management