



Unit title	Organise Promotional Events for the Music Industry
SQA code	H6JD 04
SCQF level	6
SCQF credit points	3
SSC ref	COM10

History of changes

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Version number	Date	Description	Authorised by
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

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Title	Organise Promotional Events for the Music Industry	
Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Understand roles and responsibilities relating to promotional events.	<p>1.1 Describe the roles of different organisations and individuals involved in promotional events for the music business.</p> <p>1.2 Explain own responsibilities and limitations of authority in relation to promotional events.</p> <p>1.3 Explain why it is important to work as a team to ensure the success of promotional events.</p>
2	Be able to prepare for a promotional event.	<p>2.1 Identify clear details about the requirements for at least two promotional events and develop event plans, to include information about the:</p> <ul style="list-style-type: none"> ◆ programme for the event ◆ type of venue ◆ equipment ◆ materials ◆ catering ◆ travel and accommodation <p>2.2 Present different ideas and options for consideration by the event organisers drawing on information about the typical programmes and requirements for events that are normally organised by the team.</p> <p>2.3 Establish and monitor budgets for the events using appropriate tools and systems.</p> <p>2.4 Book the venues and arrange travel and accommodation for the events, ensuring contracts and agreements are in line with organisational policy and process.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	2.5 Maintain accurate records and keep all key individuals and organisations, including the event organisers, caterers and those who run the venues, informed of progress and any changes.
3 Understand health and safety requirements for promotional events	3.1 Describe the health and safety requirements that must be observed when organising promotional events.
4 Be able to co-ordinate a promotional event.	<p>4.1 Provide efficient and effective support in helping to arrange the venues, equipment, materials and other matters on the day of the events, taking into consideration health and safety and other requirements.</p> <p>4.2 Greet participants politely and warmly and make sure they receive all the necessary materials, information and support, or direct them to the appropriate person.</p> <p>4.3 Record attendance at the events accurately and in a manner that can be used to inform evaluation after the events.</p> <p>4.4 Keep the event organisers updated on progress, inform them of any difficulties that arise during the events, and follow the organisers' instructions for resolving issues.</p> <p>4.5 Evaluate the success of the events and make recommendations for future changes.</p>

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about working as part of a team or as an individual to achieve the organisation of promotional events. This includes planning and management of the budgets, venues and event plans and supporting the running of the events themselves.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

- ◆ a clear, authentic statement indicating how the learner carries out their job
- ◆ dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.