



<b>Unit title</b>	Undertake Plugging of Music
<b>SQA code</b>	H6KF 04
<b>SCQF level</b>	7
<b>SCQF credit points</b>	4
<b>SSC ref</b>	MBRLO1

## History of changes

**Publication date:** March 2012

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<b>Version number</b>	<b>Date</b>	<b>Description</b>	<b>Authorised by</b>
02	20/11/14	Update to Unit assessment information.	Qualifications Officer

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<b>Title</b>		Undertake Plugging of Music	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Be able to maintain a network within the music industry.	1.1	Develop and maintain productive and professional working relationships with artists and managers.
		1.2	Negotiate effectively and diplomatically with key individuals to secure airplay for singles and album tracks, including: <ul style="list-style-type: none"> <li>◆ heads of music</li> <li>◆ programme controllers</li> <li>◆ programme directors</li> </ul>
		1.3	Work closely with regional specialists and keep all specialist shows up to date.
		1.4	Review mailing lists on a regular basis to ensure they are up-to-date and contain accurate information about all mainstream and specialist contacts.
2	Be able to co-ordinate plugging activity.	2.1	Develop creative programming ideas that make efficient use of artists' time, working closely with radio stations.
		2.2	Secure maximum on-air exposure by setting up and overseeing competitions, interviews, sessions and special events, and accompanying artists to these.
		2.3	Co-ordinate at least one special event that runs across groups of stations.
		2.4	Using bands' own tours, accompany contacts to shows and arrange comps, interviews and meet and greets.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>3 Be able to administer plugging activity.</p>	<p>3.1 Prepare budget information for plugging activity and obtain approval for this from the relevant individual.</p> <p>3.2 Arrange promotional tours of radio stations, which make best use of time available with the artist.</p> <p>3.3 Research and book travel, equipment and other arrangements (e.g. meals, cars, planes, PA systems) for promotional tours and station events.</p> <p>3.4 Prepare detailed itineraries and circulate these to all relevant parties in a timely manner.</p> <p>3.5 Write and maintain blogs.</p>
<p>4 Be able to review and report on plugging activity.</p>	<p>4.1 Prepare and deliver verbal and written reports and updates on airplay and other promotional activity.</p> <p>4.2 Obtain accurate and up to date monitoring information and keep the tracking company abreast of all releases.</p>

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
This Unit is about arranging publicity for (or plugging) artists, bands and forthcoming events. This includes maintaining and utilizing a network within the music industry through the co-ordination, administration and review of plugging activity.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Developed from Creative and Cultural Skills National Occupational Standards
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
N/A
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
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](http://www.sqa.org.uk).

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