



## National Unit specification

### General information

**Unit title:** Music: An Introduction to the UK Music Industry  
(SCQF level 6)

**Unit code:** F58J 12

**Superclass:** LF

**Publication date:** October 2015

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

In this Unit learners will be given the opportunity to develop knowledge and understanding of the basic structure of the UK music industry. Learners will learn about the function of the key organisations within the UK music industry and the relationship between these organisations. They will also be introduced to the range of employment opportunities available within the UK music industry, and will be given the opportunity to examine the impact of legislation on those who work within the UK music industry.

This Unit is a mandatory Unit within the National Certificate in Music (SCQF level 6) and the National Certificate in Sound Production (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is suitable for learners who are interested in understanding how the UK music industry operates and the employment opportunities available within the music industry.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the function of, and relationship between, key organisations within the UK music industry.
- 2 Describe a range of employment opportunities within the UK music industry.
- 3 Investigate the impact of key legislation on the UK music industry.

## **National Unit specification: General information (cont)**

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(SCQF level 6)

### **Credit points and level**

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

### **Recommended entry to the Unit**

Entry is at the discretion of the centre.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Explain the function of, and relationship between, key organisations within the UK music industry.

#### **Performance Criteria**

- (a) Identify the key organisations within the UK music industry.
- (b) Explain the function of key organisations within the UK music industry.
- (c) Explain the relationship between key organisations within the UK music industry.

### **Outcome 2**

Describe a range of employment opportunities within the UK music industry.

#### **Performance Criteria**

- (a) Identify a range of employment opportunities within the UK music industry.
- (b) Describe the roles and responsibilities involved in a range of careers within the UK music industry.
- (c) Identify the key skills required to be successful in selected careers within the UK music industry.

### **Outcome 3**

Investigate the impact of key legislation on the UK music industry.

#### **Performance Criteria**

- (a) Investigate the impact of current UK health and safety legislation on the UK music industry.
- (b) Investigate the impact of current copyright legislation on the UK music industry.

## National Unit specification: Statement of standards (cont)

**Unit title:** Music: An Introduction to the UK Music Industry

### Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

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Learners are required to produce written and/or oral evidence. The assessment will require learners to:

- ◆ identify of a minimum of four UK music industry organisations which are linked.
- ◆ describe the roles that these organisations play in the UK music industry.
- ◆ explain the relationships between these organisations.
- ◆ identify a minimum of six careers within the UK music industry.
- ◆ select three employment opportunities in the UK music industry and describe: the roles and responsibilities involved in each; and the key skills required to be successful in each.
- ◆ investigate current UK health and safety legislation and its effect on the UK music industry.
- ◆ investigate current copyright legislation, with specific reference to its impact on the intellectual property of those working in the UK music industry.

Evidence can be generated in open-book conditions at appropriate points in the Unit. Learners are expected to provide detailed descriptions at this level.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including an Instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.



## National Unit Support Notes

**Unit title:** Music: An Introduction to the UK Music Industry  
(SCQF level 6)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is a mandatory Unit within the National Certificate in Music (SCQF level 6) and the National Certificate in Sound Production (SCQF level 6), but can also be taken as a free-standing Unit.

This Unit is designed as an introduction to the UK music industry, the careers within it, and the legislation which affects it. No prior knowledge is required for learners, but an interest or some previous involvement in the UK music industry would be beneficial.

In Outcome 1, learners should identify and provide information on a variety of UK music industry organisations. Some examples include the Mechanical Copyright Protection Society-Performing Right Society Alliance, Musicians' Union, Phonographic Performance Limited, Association of Professional Recording Services, British Phonographic Industry, Association of Independent Music, and Music Publishers Association. Learners should go on to select key organisations within the UK music industry with significant relationships, and should investigate and explain these relationships.

In Outcome 2, learners should be encouraged to identify a wide variety of careers available within the UK music industry. The careers selected should be as diverse as possible to give the candidate a broad insight into potential areas of employment within the UK music industry, and should cover the area of self-employment within the UK music industry. The candidate will then go on to select and investigate three roles of particular interest to them in more detail. They will describe what roles and responsibilities are involved in each job, and will identify what skills are required to be successful in these jobs.

In Outcome 3, learners should investigate current health and safety legislation of particular relevance to the UK music industry, eg noise at work regulations, manual handling regulations, and electrical safety regulations. They should also describe current copyright legislation and its impact on the UK music industry, eg how it protects the intellectual property of songwriters and recording artists, and how it protects the phonographic rights owned by record labels, etc. Care should be taken that the most recent legislation is covered, especially where the distribution of protected materials is influenced by emerging technologies, eg internet downloads and mobile phone ringtones.

Learners will have the opportunity to develop their employability skills within this Unit as they work towards Outcome 2 and gather information on the key skills necessary for careers within the UK music industry.

## **National Unit Support Notes (cont)**

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### **Guidance on approaches to delivery of this Unit**

Where possible this Unit should be contextualised with up-to-date case studies, perhaps based on high-profile events reported in the media. Learners would also benefit from visits by individuals employed in the UK music industry and/or visits to relevant employers, eg live music venues, recording studios, etc to contextualise Outcome 2. In addition, many of the UK music industry organisations have departments and/or individuals with a specific education remit. It may therefore be beneficial for centres to arrange visits from these organisations and/or obtain up-to-date materials from them.

As the UK music industry is dynamic and fast changing, it is essential that learners are given as up-to-date a picture as possible. Many industry organisations have excellent websites which learners should be encouraged to use as a source of research for Outcome 1. Learners should also be encouraged to research existing legislation on appropriate governmental websites for Outcome 3. As a note of caution — while the internet is a useful research tool for learners, care should be taken to ensure information gathered is accurate and up-to-date.

### **Guidance on approaches to assessment of this Unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The Outcomes could be assessed holistically in the form of a research report.

Alternatively, each Outcome could be assessed using a variety of assessment methods. For example:

Outcome 1: Restricted response assessment (short answer questions)

Outcome 2: Report

Outcome 3: Oral presentation

Time should be allowed for any necessary re-assessment.

## **National Unit Support Notes (cont)**

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### **Opportunities for e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### **Opportunities for developing Core and other essential skills**

Learners will be producing written and/or oral communication evidence as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

Learners will also have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology (ICT)*, should they choose to research aspects such as professional roles and career opportunities using the internet.

## History of changes to Unit

Version	Description of change	Date
02	The assessment conditions for this Unit have been clarified. Evidence can be generated in open-book conditions at appropriate points in the Unit. This document has also been transferred into the new Unit specification document shell.	27/10/2015

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## General information for learners

**Unit title:** Music: An Introduction to the UK Music Industry  
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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

In this Unit you will be given the opportunity to develop knowledge and understanding of the basic structure of the UK music industry. You will learn about the function of the key organisations within the UK music industry and the relationship between these organisations. In addition, you will also be introduced to the range of employment opportunities available within the UK music industry, and will be given the opportunity to examine the impact of legislation on those who work within the UK music industry.

In Outcome 1 you will identify the key organisations within the UK music industry, explain their function and the relationships between them.

In Outcome 2 you will identify a range of employment opportunities within the UK music industry and describe the roles and responsibilities involved in a range of careers. You will also identify the key skills required in selected careers within the UK music industry.

In Outcome 3 you will investigate the impact of current UK health and safety and copyright legislation on the UK music industry.

Assessment will take place at appropriate points in the Unit under open-book conditions.

You will have the opportunity to develop aspects of the Core Skills of: *Communication* and *Information and Communication Technology (ICT)*.