



Unit title	Produce Promotional Material for the Music Industry
SQA code	H6HL 04
SCQF level	7
SCQF credit points	4
SSC ref	COM21

History of changes

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

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Title	Produce Promotional Material for the Music Industry	
Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Be able to plan the production of promotional material.	<p>1.1 Agree own role, extent of authority and reporting lines for producing promotional materials.</p> <p>1.2 Identify the requirements for promotional material for at least two music products, including:</p> <ul style="list-style-type: none"> ◆ purpose and content ◆ subject matter ◆ intended consumers ◆ type and quantities of resources available <p>1.3 Assess the suitability of existing promotional and sales materials for each product, drawing on:</p> <ul style="list-style-type: none"> ◆ evaluations of their success ◆ other sources of information <p>1.4 Make persuasive and balanced suggestions for the production of new materials for each product that:</p> <ul style="list-style-type: none"> ◆ bring together information in a coherent way ◆ meet the requirements of the artist and consumers ◆ meet organisational policy requirements ◆ conform to the basic principles of good design, including any 'in-house' style requirements ◆ meet all relevant legal requirements (eg equal opportunities) <p>1.5 Suggest the most appropriate sites and locations for promotional material for each product that will:</p> <ul style="list-style-type: none"> ◆ maximise consumer visibility and access ◆ conform to health and safety requirements

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	<p>1.6 Identify the resources needed for the new materials and assess how they can be used to achieve the purpose of the promotions.</p> <p>1.7 Identify and evaluate any factors that could affect production timescales and report these to the appropriate person(s).</p>
<p>2 Be able to develop and produce promotional material within resource and time constraints.</p>	<p>2.1 Monitor and track progress during the production process using appropriate tools and techniques.</p> <p>2.2 Assist with managing promotions budgets by:</p> <ul style="list-style-type: none"> ◆ liaising with colleagues on any activity that requires expenditure ◆ issuing purchase orders <p>2.3 Take appropriate action to manage issues that arise during the production process and report anything that could adversely affect the production and siting of materials to the appropriate person(s).</p> <p>2.4 Manage suppliers, through appropriate and timely communication, to ensure material production contracted out is completed and delivered to:</p> <ul style="list-style-type: none"> ◆ specification ◆ budget ◆ agreed time scale <p>2.5 Review the promotional materials to:</p> <ul style="list-style-type: none"> ◆ make sure the content is accurate, valid, reliable, honest and meets the needs and interests of the intended consumers ◆ assess their effectiveness and identify ways in which presentation may be enhanced

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	2.6 Verify that completed materials have been sited at the correct location and in the specified manner.
3 Be able to distribute and administer promotional material.	<p>3.1 Manage stock control and distribution of:</p> <ul style="list-style-type: none"> ◆ promotional materials ◆ betas and VHS copies (for television media) ◆ other information, including lyrics, riders, equipment lists, publisher and composer details, release dates, forthcoming releases and publicity photographs <p>3.2 Review and update mailing lists for media on a regular basis, to ensure these are accurate and up to date.</p> <p>3.3 Demonstrate ability to track current releases with Media Research and keep up with current playlists.</p> <p>3.4 Collect and check internal promotions reports and distribute bulletins internally.</p> <p>3.5 Co-ordinate travel arrangements and provide full itineraries for internal colleagues, artists, musicians, dancers, and competition winners.</p> <p>3.6 Liaise with Out Of House companies to oversee their travel arrangements and budgets.</p>

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about contributing to the timely production and distribution of promotional material for artists on the roster. It describes the competence involved in assisting in the preparation, development and production of promotional material such as CDs, Gig tickets, flyers, posters, magazine adverts, and web sites for artists, tours, competitions and events. It also involves liaising with many internal and external stakeholders such as suppliers and tour managers and keeping up with current playlists such as MTV, Emap and Radio One.
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.