



## Higher National Unit specification

### General information

**Unit title:** Live Performance Events (SCQF level 7)

**Unit code:** F3J4 34

**Superclass:** LE

**Publication date:** August 2008

**Source:** Scottish Qualifications Authority

**Version:** 04

### Unit purpose

This Unit is designed to give learners the underpinning knowledge of the processes involved in live performance event organisation, before they go on to further study to gain skills to manage their own event.

### Outcomes

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

- 1 Explain the management responsibilities for live performance events.
- 2 Explain the backstage activities of a live performance event.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

It would be beneficial if learners had some experience of organising events but it is not essential. It would be beneficial for learners to have *Communication* at SCQF level 4 but it is not essential.

## Higher National Unit Specification: General information (cont)

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### 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).

## Higher 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.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Explain the management responsibilities for live performance events.

#### Knowledge and/or Skills

- ◆ Types of live performance events
- ◆ Planning and operational procedures
- ◆ Licences
- ◆ Venue requirements
- ◆ Publicity and promotion
- ◆ Box office systems

### Outcome 2

Explain the backstage activities of a live performance event.

#### Knowledge and/or Skills

- ◆ Production process of a live performance
- ◆ Role and responsibilities of the stage management team
- ◆ Set and staging design
- ◆ Light and sound
- ◆ Live performance production schedule

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

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### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across both Outcomes by showing that they can:

- ◆ Describe the live performance chosen.
- ◆ Explain the planning and operational procedures.
- ◆ Explain the licences for the live performance (if applicable).
- ◆ Explain basic venue requirements to allow the live performance to take place.
- ◆ Evaluate the effective use of publicity and promotion to maximise the audience at a live performance.
- ◆ Describe the type of box office system used within a venue.
- ◆ Explain the role and responsibilities of the stage management team relating to the live performance.
- ◆ Describe the overall effect of the set, staging, lighting and sound.
- ◆ Produce a production schedule.



## Higher National Unit Support Notes

**Unit title:** Live Performance Events (SCQF level 7)

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 designed for events personnel who are interested in organising live performance events. It is designed to ensure learners are aware of what is required to organise a live performance event, ie the ability to take account of the administrative or front-of-house responsibilities involved whilst simultaneously effectively co-ordinating all backstage activities.

### Guidance on approaches to delivery of this Unit

This Unit is an introductory Unit to the subject of Live Performance Events and is a free-standing Unit. It is a specialised Unit in one of the main sector of the Events Industry and therefore should come after the Unit H91K 34 *Event Industry: An Introduction*.

Outcomes 1 and 2 may be assessed together in the form of extended response questions. Learners are required to identify a live performance event and then investigate the management responsibilities and backstage activities pertaining to that event. The assessment could be based on either an actual live performance event or taken from a case study.

The Unit can be delivered through a series of lectures, group discussions and activities, and investigative projects. The investigation of current live performances from different genres being performed throughout the UK would be advantageous to the learner.

Learners should be encouraged to work with online information from various sources including live performance venues such as SSE Hydro, National Theatre, show/band websites and online stage magazines.

Guest speakers such as Stage Managers, Costumiers and Front of House Managers should be encouraged to speak to the learners to provide up to date relevant information.

The use of industry visits would enable the learner to visualise the spaces used for live performances and see both front and back of house facilities, as well as ask relevant venue questions. It would also be advantageous if the learners were able to attend live performances to experience the live performance and critical evaluate the show.

## Higher National Unit Support Notes (cont)

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### Outcome 1

For Outcome 1, students should be introduced to a wide variety of live performance events from different genres such as music, theatre, comedy, dance, children's shows, multimedia performances, etc. Students should be encouraged to attend live performances as spectators if possible. Students should discuss the management responsibilities of a live performance event such as the planning and organising of the event. This should include deciding on the live performance, the responsibilities in pre-production, the run and post production of the live performance. Licences should be explained, these could include PRS, PPL, Theatre licence, Entertainment licence, Grand Rights/royalties, Children's Licences, use of animals in performance, etc.

Venues could be investigated in respect of the type of auditorium space available and the type of stages used for different performances, eg Proscenium, end stage, thrust, arena/theatre on the round, promenade, and traverse. Consideration should be given to the suitability of the venue in relation to the live performances being undertaken, eg large popular concert in an arena type setting.

The use of promotion and publicity should be investigated, considering how management promote live performance and the best use of the different promotional and publicity materials available to them to ensure high occupancy levels at the performance. Consideration should be given to both old and new methods of promotion/publicity including the use of social media to engage the target audiences. Types of box office systems should be identified whether they are the venue's own box office system, off the shelf systems, universal systems such as Ticket Master or bespoke systems designed especially for the business concerned.

### Outcome 2

Outcome 2 explains the activities pertaining to the production process of a live performance including pre-production, get in, the run, get out and post production. The roles and responsibilities of the stage management team should be identified. This could include the Stage Manager [SM], deputy Stage Manager [DSM] the crew, sound engineer, lighting engineer, staff related to set design, construction, props and costumes.

Students should investigate such aspects of the back of house activities as set design and construction, the use of sound, lighting, multimedia, special effects, props and costumes/makeup to enhance the live performance events studied. Different examples should be given to students to highlight the use of different effects/activities for different performances, eg pantomime, large scale arena live performances, dance shows, plays and musicals.

Production schedules from various live performance shows should be examined. The different formats for different types of live performances should be explained to the students. Most production schedules deal with pre-production, get in and the rehearsal in situ.

## Higher National Unit Support Notes (cont)

**Unit title:** Live Performance Events (SCQF level 7)

For investigations, it would be advisable for them to speak with personnel involved in the performance as much of the information required will not be in the public domain. In this case, the tutor/assessor may be asked to provide authorisation stating that the learner is conducting research towards an assessment in live performance or to ask guest speakers to come to talk to students about specialist areas of the production process.

### 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 assessment of the Unit will allow the learners to demonstrate an understanding of the components and activities that make up the planning and organising of a live performance event.

Outcomes 1 and 2 may be assessed together in the form of extended response questions or an investigative project. Learners are required to identify a live performance event and then investigate the management responsibilities and backstage activities pertaining to that event. The assessment could be based on either an actual live performance event or taken from a case study.

Outcomes 1 and 2 may also be assessed separately but using the same live performance event or case study. Both assessments would be conducted as unsupervised open-book assessments.

### 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).

## Higher National Unit Support Notes (cont)

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### Opportunities for developing Core and other essential skills

The delivery and assessment of this Unit may contribute towards the component 'Written Communication' of the Core Skill of *Communication* at SCQF level 5, particularly if extended response questions are used as the instrument of assessment for Outcomes 1 and 2. The general skills of the component are 'read, understand and evaluate written communication' for its reading element and 'produce well-structured written communication' for its written element.

Any preparation towards producing extended response answers such as supplementary reading and research will facilitate development of the component's reading element, as learners will need to examine a variety of information, for example relating to economic impact of large scale music events, assessing its relevance and importance.

The writing element of the component may be developed when dealing with topics such as explain the stage management roles in Outcome 2 and where asked to evaluate the effectiveness of publicity and promotion in Outcome 1.

In both formative and summative assessment, learners should be encouraged to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing; use conventions which are effective in achieving the purpose and adapted as necessary for the target audience and use spelling, punctuation and sentence structures which are consistently accurate.

These skills can be developed through formative activities, such as short essays/reports on theory or debates/issues, without formal Core Skill certification.

Learners should be encouraged to use an appropriate referencing method for their assessment submissions, and for any formative work.

### Essential Skills

Whilst undertaking this Unit, learners will develop skills that will support employability, develop confidence, independent learning and citizenship, as they investigate their chosen live performance by speaking to key industry personnel, interact with guest speakers and venue staff on industrial visits and undertake small group work and investigative projects.



## History of changes to Unit

Version	Description of change	Date
04	Assessment burden reduced and outcome 1 deleted	05/05/15
03	Outcome 1 - 1st Knowledge and/or Skill and Evidence Requirement - amended for clarification. Outcome 2 - Amended the fifth Evidence Requirement from 'produce a budget... ' due to restrictions for candidates to access information.	09/02/12
02	Writer's comments deleted.	09/04/09

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## General information for learners

### Unit title: Live Performance Events (SCQF level 7)

This Unit is designed to give you an overview of the organisation of live performance events. It will be equally useful to you as an event organiser if you plan to organise live performance events only occasionally or if you wish to pursue a career entirely in live performance. If you fully intend to commit a large part of your career to organising live performance it would be advisable to gain workplace experience where there is a direct opportunity to be involved in live performance.

Outcome 1 has been designed to show how varied live performance events can be and examine the management responsibilities in planning and organising these performances. Outcome 1 will look at live performances such as concerts, plays, dance shows, pantomimes, music festivals and others. It will then look at the responsibilities particular to the management of live performance events including finding suitable venues with appropriate stages, the licences required to run the event, what promotion and publicity would be best suited to the performance, and what box office system is going to be used.

Outcome 2 is concerned more with specialised backstage activities of the live performance. As an event organiser you would not normally be expected to undertake these activities but must understand what each involves. This will include the process the specialist stage management team go through to produce a live performance. Their roles and responsibilities will be discussed along with investigating the components of the live performance including stage design, sound and lighting, props and costumes/make up to enhance the live performance event. The production schedules used will also be reviewed.

Outcome 1 and 2 may be assessed together and you will be required to choose a live performance to investigate. You will be required to answer a series of extended response questions on your live performance. This can be an actual performance that you have seen or could be in the form of a case study given to you by your lecturer. Visits and guest speakers will provide additional information for you to complete the assessment. You may also investigate your chosen performance by arranging to shadow an industry professional to gain experience of the activities that are related to your chosen performance.

It may enhance your study of this topic to consult texts on theatre and stage management.