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Pearson

Higher Nationals in

Music

SCHEME OF WORK

UNIT: 01 The Music Industry

For use with the Higher National Certificate and
Higher National Diploma in Music

First teaching from September 2018

Issue 2



Edexcel, BTEC and LCCI qualifications

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All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

SCHEME OF WORK

Programme Title:	Higher Nationals in Music	Level:	4
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Unit Title:	The Music Industry	Tutor:	
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Unit Number:	01	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the structure of the music industry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Investigate where own planned career role is placed in the music industry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Explore the revenue streams in the music industry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess which revenue streams are most relevant to personal career goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to the unit/ The Music Industry <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The aims of the unit and an introduction to the assignment • Paired activity: Students pair up to discuss their perception of the music industry and make notes of their discussion. • Group activity: Students feed back to the group and discuss their perception of the music industry.
Session 2	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Music Industry <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The wide and diverse range of roles in the music industry and how they all connected. • Group activity: Students to work together to create a list of possible job roles and employment opportunities in the music industry. This must cover all areas – Performance, Production, Education, Business, Composition, instrument manufacture etc.
Session 3	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Technology and the impact on the music industry <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The impact of streaming on the music industry and the cultural change (how people listen and enjoy music etc) • Tutor presentation: How technology impacts on skills required to work in the music industry – eg. social media content, 'home studio scenarios', you tube tutorials and online learning, relevant software packages etc.



Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to the recorded music business <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: History of the recorded music business, the basic functions of the business (this can be covered in depth in subsequent sessions), and the key businesses and organisations currently operating. • Paired activity: students identify and research several their favourite artists to ascertain which record company label they are signed to (if any), and whether that label is a 'major', or an 'indie'. <p>Group activity: Students feed back to the group and discuss their findings of the labels they have researched.</p>
Session 5	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Roles in the recorded music business • Associated businesses <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The roles in the recorded music business, with an emphasis on the roles suitable for creative and production freelancers: session musicians, small label owners, artist management, software instrument developers, and recording studio owner/producers for example. The presentation should also cover the associated business such as music instrument manufacturers, audio-post houses, music production software companies and so on. An examination of the diverse recorded music businesses based in the Tile Yard complex in London would be a relevant example for this presentation. • Individual activity: Each student identifies their current interests and skills and assesses those against roles they have been introduced to in this session. • Individual activity: Students make formal notes on their assessment of their interests and skills for recorded music business roles.



Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to the music publishing business. <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: A history of the music publishing business, the basic functions of the business, and the key businesses and organisations currently operating in music publishing. Tutors should also view <i>Unit 06: Music Publishing</i> for indicative content and other sample activities and be mindful that music publishing can be studied in more depth by the student. • Paired activity: students identify and research several their favourite artists to ascertain which publishing company administers their rights (if any). • Group activity: Students feed back to the group and discuss their findings of the artist and the publishers they have researched.
Session 7	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Roles in the music publishing business • Associated businesses <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The roles in the music publishing business, with an emphasis on the roles suitable for creative and production freelancers: songwriters, composers, sound designers, music supervisors, library/production music producers, small publishing company owners, and artist management, for example. The presentation should also cover the associated business such as library/ production music houses, creative agencies and so on. An examination of the diverse music publishing business based in the Tile Yard complex in London would be a relevant example for this presentation. • Individual activity: Each student identifies their current interests and skills and assesses those against roles they have been introduced to in this session. • Individual activity: Students make formal notes on their assessment of their interests and skills for music publishing business roles.



Sessions	Learning Outcome(s)	Session Activities
Session 8	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Introduction to the live music business <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: A history of the live music business, the basic functions of the business, and the key businesses and organisations currently operating in music publishing. Tutors should also view <i>Unit 07: Live Music Business</i> for indicative content and other sample activities and be mindful that the live music business can be studied in more depth by the student. • Paired activity: students identify and research several of their favourite artists to ascertain what clubs, venues and festivals they have performed at recently. • Group activity: Students feed back to the group and discuss their findings of the artist's recent live activity.
Session 9	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Roles in the live music business • Associated businesses <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: The roles in the live music business, with an emphasis on the roles suitable for creative and production freelancers: booking agents, concert promoters, club and event organisers, touring session musicians, DJs, concert tour managers, live sound engineers, and artist management, for example. The presentation should also cover the associated businesses such as audio rental companies, touring professional service companies, merchandise manufacturers and so on. An examination of the diverse live music businesses based in the Tile Yard complex in London would be a relevant example for this presentation. • Individual activity: Each student identifies their current interests and skills and assesses those against roles they have been introduced to in this session. • Individual activity: Students make formal notes on their assessment of their interests and skills for live music business roles.



Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Music Education and Music Therapy <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Music Education: An exploration of employment opportunities and access. (this should include peripatetic teaching, classroom based teaching, training required, experience, range of educational settings, and the importance of keeping up to date with current industry) • Tutor presentation: Music Therapy (please note this could be combined with Music Education session or presented separately, dependent on student need) An exploration of employment opportunities, access and growing area of research linked to medical case studies. • Group activity: Students to reflect on their own educational experiences and discuss skills needed and how these roles link to the music industry – and their importance. • Group activity: Students to discuss the various areas of Music therapy and skills required.
Session 11	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Students own career role <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual student activity: Students to assess information to date and explore their own career goals in context of Music Industry information. Initially, exploration in the local area of the student, but then also to be explored globally.
Session 12	LO1 and LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assignment workshop 1 <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Brief review of the session so far, an overview of the assessment requirements and the relevance of the previous study. • Group activity: Open discussion activity to address general questions and concerns. <p>Individual activity: Individual student queries and questions.</p>



Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Income streams from recorded music The collection societies for recorded music <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: The difference between physical and digital products (including streaming), and how the money flows to and from the artist in each case. The presentation should include royalties from sales and streams, licensing, and 'mechanical rights' income., as well as ancillary income such as endorsements, sales of music-related products and merchandise. Tutors should view <i>Unit 05: Monetisation of Music</i> for indicative content and other sample activities. Paired activity: Students identify and research several their favourite artists to ascertain from where the will be receiving recorded music income. Group activity: Students feed back to the group, discussing their findings and suggesting if they will receive recorded music income from their own career.
Session 14	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Exploitation of songs and compositions <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor presentation: How publishers find composers and songwriters, and how they exploit the rights of those composers in film, TV, commercials, games, and other licensing opportunities. The presentation should indicate how revenue flows to the composers. Tutors should also view <i>Unit 06: Music Publishing</i> for indicative content and other sample activities and be mindful that music publishing can be studied in more depth by the student. Paired activity: The students can pair up to research and document several famous or successful songwriters and composers, to establish what those composers have written and the potential income from their activities. Group activity: Students feed back to the group and discuss their findings of the composers and songwriters they have researched.



Sessions	Learning Outcome(s)	Session Activities
Session 15	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Live music business income streams • Collection societies for live music <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: How the artist, booking agent, promoter, and club owner/promoter make money from live performance, and the potential amounts involved. The presentation should include income from ticketing, merchandise at shows, VIP fan experiences, sponsorship and endorsements, as well as performing rights income. Tutors should also view <i>Unit 07: Live Music Business</i> for indicative content and other sample activities and be mindful that the live music business can be studied in more depth by the student. • Paired activity: Students should work in pairs to research the costs and potential ticket income from putting on a show for a specified artist in a specified venue. The students should also calculate possible other income, from the sale of merchandise at the show, for instance. • Group activity: Students feed back to the group and discuss their findings of the live music business income streams
Session 16	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Further Income streams (this can be adapted based on student need) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Music Journalism (this presentation should include income streams, skills required and accessibility to work eg. freelance work and contracts) • Student activity: Students to explore income streams from a range music education settings (classroom based, masterclasses, private tuition etc.)
Session 17	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Revenue plan for own career role <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: Creating a revenue plan • Group activity: Open discussion activity to address general questions and concerns. • Group activity: Students to work in specialist areas (eg. Students wishing to work as session musicians, all work together and students wishing to become music teachers, all work together) and explore revenue streams for their areas – including potential growth. Students to present their plans to the rest of the class, with any problem areas.



Sessions	Learning Outcome(s)	Session Activities
Session 18	LO1 - LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assignment workshop <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: An overview of the assessment requirements and the relevance of the previous study. • Group activity: Open discussion activity to address general questions and concerns. • Individual activity: Individual student queries and questions.
Session 19	LO1 - LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Planning and creating a presentation <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor presentation: How to effectively plan and prepare to give a presentation. • Individual activity: Students could start to organise their notes from the taught sessions. • Individual activity: Students could start to make decisions about their interest or suitability for relevant roles in the three core music businesses.
Session 20	LO1 - LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Final assignment presentation <p>Sample activities:</p> <ul style="list-style-type: none"> • Paired activity: The students could work in pairs to view and critique each other's work so far. • Group activity: The students could view each other's presentations, giving (helpful) feedback to each other.



Pearson Higher Nationals in Music

SCHEME OF WORK

UNIT: 2 Marketing and Promotion for Musicians

For use with the Higher National Certificate and

Higher National Diploma in Music

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Certificate/Diploma in Music

SCHEME OF WORK

Programme Title:	Higher Nationals in Music	Level:	4
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Unit Title:	Marketing and Promotion for Musicians	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Investigate the various freelance roles in the music industry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Explore a range of marketing activities available to music industry freelancers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Design a marketing strategy to support personal career goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Evaluate marketing strategy considering industry and peer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1-LO4	Topic(s): <ul style="list-style-type: none">• Introduction to the unit – working in the music industry Sample activities: <ul style="list-style-type: none">• Tutor presentation: The aims of the unit and an introduction to the assignments; freelancing versus employment, self-employment, self-assessment, insurance, cash flow.• Pair activity: Students pair up to discuss their perception of freelancing and make notes.• Group activity: Students feed back to the group and discuss their perceptions.
Session 2	LO1	Topic(s): <ul style="list-style-type: none">• Creative music industry freelancers Sample activities: <ul style="list-style-type: none">• Tutor presentation: Creative freelancing roles such as musicians, bands and groups, session musicians, musical directors, DJs, producers, composer, arrangers, and sound designers.• Individual activity: Students could research examples of people in each role and make notes about their route to their current position.• Individual activity: Students could assess skills and experiences consistent for specified creative freelancers.
Session 3	LO1	Topic(s): <ul style="list-style-type: none">• Production-based music industry freelancers Sample activities: <ul style="list-style-type: none">• Tutor presentation: Freelancing production roles such as music studio audio engineers, audio editors, post-production engineers, and live audio engineers.• Individual activity: Students could research examples of people in each role and make notes about their route to their current position.• Individual activity: Students could assess skills and experiences consistent for specified creative freelancers.



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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	Topic(s): <ul style="list-style-type: none">• Assessment workshop 1 Sample activities: <ul style="list-style-type: none">• Tutor presentation: Brief review of creative and production freelance roles and an overview of the assessment requirements and the relevance of the previous three sessions of study.• Individual activity: Each student should list their preferred freelance role, and two 'back-up' music industry freelance roles.• Individual activity: Each student should map out a rough timeline for attaining the role of their choice.
Session 5	LO2	Topic(s): <ul style="list-style-type: none">• Marketing basics Sample activities: <ul style="list-style-type: none">• Tutor presentation: The basics of marketing including the 4/7 Ps, undertaking a SWOT (strengths, weaknesses, opportunities, and threats) analysis, and the differences between offline and online marketing.• Paired activity: Students could work in pairs to apply the 4/7 Ps and a SWOT analysis to specified products and services.• Individual activity: Students could apply the 4/7 Ps and a SWOT analysis to their chosen freelance role.
Session 6	LO2	Topic(s): <ul style="list-style-type: none">• Networking Sample activities: <ul style="list-style-type: none">• Tutor presentation: Networking as a marketing activity.• Paired activity: Students could research and identify suitable networking activities such as trade shows and conferences.• Individual activity: Students could assess their social skills and professional etiquette.



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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	Topic(s): <ul style="list-style-type: none">Performing live Sample activities: <ul style="list-style-type: none">Tutor presentation: Performing live to break your band.Paired activity: Students could research and identify the equivalent of performing live for non-musician freelance roles (a live demo for an audio software engineer, for instance).Group activity: The students could present their findings to the group.
Session 8	LO2	Topic(s): <ul style="list-style-type: none">Self-releasing your music Sample activities: <ul style="list-style-type: none">Tutor presentation: Self-releasing your music.Pair activity: Students could research and identify the equivalent of self-releasing for non-musician freelance roles (a show reel for a sound designer, for instance).Group activity: Students could present their findings to the group.
Session 9	LO2	Topic(s): <ul style="list-style-type: none">Publicity and PR Sample activities: <ul style="list-style-type: none">Tutor presentation: Public relations for music industry freelancers.Individual activity: Students could write a press release for their freelance services.Individual activity: Students could start a list of relevant publications, trade journals, and radio and TV contacts for their freelance role.
Session 10	LO2	Topic(s): <ul style="list-style-type: none">Advertising Sample activities: <ul style="list-style-type: none">Tutor presentation: Advertising for music industry freelancers.Individual activity: Students could research rate cards for specified media.Individual activity: Students could design a flyer, poster or print advert for their service.



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Sessions	Learning Outcome(s)	Session Activities
Session 11	LO2-LO4	Topic(s): <ul style="list-style-type: none">• Audio and visual content creation tools Sample activities: <ul style="list-style-type: none">• Tutor presentation: Audio and visual content creation tools for the music industry freelancer – Audacity, Canva, Gimp and Prezi.• Individual activity: Students could spend time viewing and reviewing the strengths and weaknesses of the various audio and visual content creation tools.• Individual activity: Students could spend some time using and getting familiar with the controls and functions of Audacity, Canva, Gimp and Prezi.
Session 12	LO2-LO4	Topic(s): <ul style="list-style-type: none">• Assessment workshop 2 Sample activities: <ul style="list-style-type: none">• Tutor presentation: Brief review of marketing, an overview of the assessment requirements and the relevance of the previous seven session' study.• Individual activity: Students could start to assess the suitability of various marketing by applying SWOT analysis to each.• Individual activity: Students could create a shortlist of the most suitable marketing activities so far.
Session 13	LO2-LO4	Topic(s): <ul style="list-style-type: none">• Creating your website Sample activities: <ul style="list-style-type: none">• Tutor presentation: The importance, planning and building of your own website.• Individual activity: Students could start to assess the suitability of various website creation technology such as self-hosted WordPress versus a hosted 'made-for-you' platform for instance.• Individual activity: Students could identify and research relevant keywords and SEO ('search engine optimisation') terms for their chose music industry freelancer role.



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Sessions	Learning Outcome(s)	Session Activities
Session 14	LO2-LO4	Topic(s): <ul style="list-style-type: none">E-commerce basics Sample activities: <ul style="list-style-type: none">Tutor presentation: Using your website to sell.Individual activity: Students could research and document ways to offer physical and digital products from their website.Individual activity: Students could research and assess the suitability of platforms such as Amazon and Bandcamp for their service.
Session 15	LO2-LO4	Topic(s): <ul style="list-style-type: none">Email marketing Sample activities: <ul style="list-style-type: none">Tutor presentation: Email marketing for music industry freelancers.Individual activity: Students could research and assess the use of 'lead magnets', autoresponders and mailing lists to acquire and keep customers.Individual activity: Students could research and assess the suitability of specified email marketing service providers and companies, such as Mailchimp and Constant Contact.
Session 16	LO2-LO4	Topic(s): <ul style="list-style-type: none">Social media marketing (1) - YouTube Sample activities: <ul style="list-style-type: none">Tutor presentation: Using YouTube to promote your music industry freelance career.Individual activity: Students could research and assess the use of 'lead magnets', autoresponders and mailing lists to acquire and keep customers.Individual activity: Students could spend some time using and getting familiar with the advanced controls and functions of the Creator Studio in YouTube.



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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO2-LO4	Topic(s): <ul style="list-style-type: none">• Social media marketing (2) – Facebook and Twitter Sample activities: <ul style="list-style-type: none">• Tutor presentation: Using Facebook and Twitter to promote your music industry freelance career.• Individual activity: Students could research and assess the use of live video streaming on both Facebook and Twitter.• Individual activity: Students could spend some time using and getting familiar with the advanced features on Facebook and Twitter for business owners.
Session 18	LO2-LO4	Topic(s): <ul style="list-style-type: none">• Social media marketing (3) – Instagram and Snapchat Sample activities: <ul style="list-style-type: none">• Tutor presentation: Using Instagram and Snapchat to promote your music industry freelance career.• Individual activity: Students could research and assess the use of 'disappearing' content on Instagram and Snapchat.• Individual activity: Students could spend some time using and getting familiar with the advanced features on Instagram and Snapchat for business owners.
Session 19	LO2-LO4	Topic(s): <ul style="list-style-type: none">• Social media marketing (4) – SoundCloud and Mixcloud Sample activities: <ul style="list-style-type: none">• Tutor presentation: Using SoundCloud and Mixcloud to promote your music industry freelance career.• Individual activity: Students could research and assess gaining followers and plays on SoundCloud and Mixcloud.• Individual activity: Students could spend some time using and getting familiar with the advanced paid features for business owners on SoundCloud and Mixcloud.



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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO1-LO4	Topic(s): <ul style="list-style-type: none">• Final assignment workshop Sample activities: <ul style="list-style-type: none">• Tutor presentation: Brief review of the assessment requirements and the relevance of the previous 19 sessions' study.• Group activity: Open discussion activity to address general questions and concerns.• Individual activity: Individual student queries and questions.

