

Unit 11: Music Events Management

Unit code:	T/600/6939
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop the skills and knowledge needed to manage music events. Learners will become familiar with administrative tasks, strategies and factors that influence the success of an event then will put the theory into practice by planning and managing a music event.

● Unit introduction

Music events management is an exciting and rewarding area of the music industry that requires a great deal of hard work. It is important to know about the various factors that influence an event such as safety legislation, safe working practice, promotion, teamwork, time and people management, the allocation of roles and keeping financial records.

This unit will give learners the opportunity to find out what goes into a music event and what affects the success of the event. They will also plan and manage a music event from start to finish taking on roles and allocating roles where appropriate. Much of the delivery of this unit will be in preparation, record keeping, holding team meetings and researching current legislation surrounding the organisation of music events.

Learners will look at specific case studies and consider the legal documents, contracts, safety legislation, financial records, promotion and marketing needed to run a successful event. Much of the evidence can be collected through records of meetings held and example documents found or created by the learners. Events should be fully evidenced through documentation by learners and tutor observation reports. Learners will review the success of personal roles and the process at its conclusion.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the factors that define a music event
- 2 Know the factors that will influence the success of a music event
- 3 Be able to apply planning procedures for a proposed music event
- 4 Be able to manage a music event.

Unit content

1 Know the factors that define a music event

Type of music event: eg gig, tour, promotional launch and classical recital

Type of music venue: eg music club, public house, large music venue, festival and theatre

Features: size; scale; location; duration; reoccurrence; equipment requirements; sound system; lighting; other requirements eg food, accommodation, storage, parking

Staffing: eg sound system, stage crew, lighting, venue staff, security, door staff, management, administrative, promoters, catering, performers

2 Know the factors that will influence the success of a music event

Money management: eg financial planning, cash flow forecast, budgeting; bookkeeping, accounts, grant applications, sponsorship

Promotion and marketing: eg target market, audience profile, posters, flyers, press releases, publicity stunts, the internet, websites, blogs, forums, social networking sites

Legal constraints: eg performing licences, insurance, public liability, contracts for performers, other contracts, Disability Discrimination Act, public safety, safety awareness, stage safety

3 Be able to apply planning procedures for a proposed music event

Procedures: agree objectives; feasibility studies; team appointments; target setting; devising organisational structure; contingency plans; meetings

Personal and team skills: eg knowledge, practical skills, enterprise, flair, self-management, team building, roles, responsibilities, opportunities, problems, solutions, tasks

Documentation: minutes of meetings; contracts; time scales; plans; financial records; promotional material; logistics eg type of music event, features, diagrams, staffing, running order, stage plan, seating plan

4 Be able to manage a music event

On-going considerations: eg schedules, personal role(s), team roles, time management, working relationships, setting up the venue, public relations, health and safety, contingency action, clear up

Post-event considerations: eg monitoring schedules, de-briefing, feedback sessions, questionnaires, review objectives

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the factors that define a chosen music event	M1 explain the factors that define a chosen music event	D1 assess the factors that define a chosen music event
P2 describe the factors that will influence the success of a music event [IE, CT]	M2 explain the factors that will influence the success of a music event	D2 assess the factors that will influence the success of a music event
P3 apply planning procedures for a proposed music event with assistance [CT, TW, SM, EP]	M3 apply planning procedures for a proposed music event competently with only occasional assistance	D3 independently apply planning procedures for a proposed music event to near professional expectations
P4 manage specific roles for a music event with assistance. [RL, TW, SM, EP]	M4 manage specific roles for a music event competently with only occasional assistance.	D4 independently manage specific roles for a music event to near professional expectations.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit is likely to start with classroom lectures. Case studies should be used that show a number of different music events preferably of differing scales. From these learners can begin to establish what factors make up a music event. Trips to music venues and visits from professionals working in the area of music events will enhance the learner's experience.

Group discussions will be an important element to successful delivery. These can be used to examine examples such as promotional material, sample contracts and financial records. Learners should be encouraged to create their own versions of documents where possible either individually or in small groups. It is best for this to be done while planning the first music event as a team. Team meetings will take up a large portion of this unit so it is important that learners understand how to plan and run meetings and to keep good records

Learners can be involved with the management of a number of small events or one large-scale event. They must take on a range of specific roles that can be defined and assessed within the overall management of the event. Small events can be music performed in recording studios, drama studios, as part of a performing arts performance or any other event that involved the reproduction, or performance, of music. Larger events are likely to be end of term concerts involving a number of performers and music related equipment.

Evidence for assessment can be in the form of a portfolio containing hand written notes, word processed plans, reviews, photos, video footage, peer testimony, gig reviews, contracts, financial records and minutes of planning meetings. Where evidence is produced by other learners within the group, or outside the group, it must be clearly noted who has produced the work eg financial records for the event completed by another learner in their agreed role as part of the management team.

Music events may not be repeatable within the centre so there may not be opportunity for the learners involved to gain or improve their grades once an opportunity is missed. With this in mind it is essential that both the learner and the tutor are aware of progress and any issues that may affect evidence opportunities. It is essential that the tutor attends many of the management team meetings and has an input into the proceedings where appropriate. This will help to establish, as the project progresses, the amount of assistance has been given to the learners being assessed. This assistance could be in the form of guidance or the reallocation of responsibilities allocated to learners. Assistance can be given by the tutor, and/or other learners in the group but must be recorded using suitable documentation.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit.
Factors that define a music event – types, features and staffing. Case studies of a range of music events. Money management – example documents, spreadsheets, cash flow. Create financial records for an example event. Promotion and marketing – examples of material, target audience. Research online methods of promotion. Legal constraints – example contracts, legislation (see online). Create a contract for the performers.
Assignment 1: What Makes a Successful Music Event? – P1, M1, D1, P2, M2, D2 <ul style="list-style-type: none">• Introduce assignment.• Research in class – collating/editing evidence.• Report/presentation and assessment feedback.• Improving evidence: use assessment feedback, resubmission of work where appropriate.
Planning, allocation of roles, establishing team meetings.
Assignment 2: My Music Event – P3, M3, D3, P4, M4, D4 <ul style="list-style-type: none">• Introduce assignment.• Planning stages – meetings, developing material, tracking progress.• Event stages – based on three events.• Review: group meeting, assessment feedback.• Improving evidence: use assessment feedback, resubmission of work where appropriate.

Assessment

Assessment for all learning outcomes in this unit is likely to be based on the collection of evidence from team meetings, production of specific documents, collection of documents and resources relating to the event, information on current legislation, keeping of financial records, peer review, group reviews and tutor observation. Specifically, learning outcome 1 can be evidenced through the use of music event case studies. These could be created through visits to music venues, visiting industry specialists or focusing on a specific music event or festival.

To achieve criteria P1, learners must describe the factors that define a chosen music event. They will provide a basic description of the main factors including sound, audience, staffing, stage and performers and say what each key factor is needed for. Evidence is likely to be brief but should include most of the essential factors needed.

To achieve criteria M1, learners must explain the factors that define a chosen music event. All the key factors must be described and an explanation included of at least three key factors. This could include, for example, the sound system, key staffing roles, venue logistics. It is the accuracy and depth of explanation that is important not quantity. Features of the staffing roles could be covered. Explanation evidence is likely to address questions such as how things work and why they are there.

To achieve criteria D1, learners must assess the factors that define a chosen music event. Evidence should include assessment of staff roles within the event, the need for equipment and other services such as catering with questions answered such as: How do the staff roles interact? How useful is the equipment? What would happen without this equipment? There should be evidence that some thought has gone into setting up a music event using well-chosen staff and equipment.

To achieve criteria P2, learners must describe the factors that will influence the success of a music event. They will provide a basic description of the main factors including money management, promotion and marketing and legal constraints and say what each key factor is needed for. Evidence is likely to be brief but accurate.

To achieve criteria M2, learners must explain the factors that will influence the success of a music event. All the key factors must be described and an explanation included of at least one factor, either money management, promotion and marketing or legal constraints. Explanation evidence is likely to answer questions such as how things work and why they are there.

To achieve criteria D2, learners must assess the factors that will influence the success of a music event. Questions will be answered such as: What would happen if things are not done, or not done well enough? How important is it to do this? What if the person allocated to run this side of the event does not do a good job?

To achieve criteria P3, learners must apply planning procedures for a proposed music event with assistance. They will provide evidence of planning including collection and/or creation of documents and records, minutes of meetings, allocation of roles, schedules and objectives. It should be indicated who has produced each document if not done by the learner being assessed. Tutor records will show that help was needed at most stages either by the tutor or by other learners in the group.

To achieve criteria M3, learners must apply planning procedures for a proposed music event with only occasional assistance. There may be evidence of a more detailed approach to the process in the documents and records presented. Tutor records will show that help is only given on some of the more challenging aspects of planning procedures.

To achieve criteria D3, learners must independently apply planning procedures for a proposed music event to near professional expectations. All the documents and records needed to plan a music event should be presented. These must be relevant and useful as working documents. No significant assistance should be given to the learner being assessed.

To achieve criteria P4, learners must manage specific roles for a music event with assistance. Tutor observation will show that the learner has taken part in an event management team and taken on specific roles with some success. Tutor records will show that help was given either by the tutor or by other learners in the group.

To achieve criteria M4, learners must manage specific roles for a music event with only occasional assistance. There may be evidence of a more detailed approach to the allocated roles with jobs being done on schedule and good input shown at planning meetings. Tutor records will show that help is only given on some of the more challenging aspects of planning procedures.

To achieve criteria D4, learners must independently manage specific roles for a music event to near professional expectations. The planning and management of event will be a success. Peer testimony and tutor observation should evidence this along with a review of the event that will contain insightful observations and suggestions for improvement. No significant assistance should be given to the learner being assessed.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1 P2, M2, D2	What Makes a Successful Music Event?	Working for an events management company it is your job to explain what a music event is and what influences the success of an event.	Evidence comprising: <ul style="list-style-type: none"> written report presentation.
P3, M3, D3 P4, M4, D4	My Music Event	Working as an event manager you will plan and manage a music event from start to finish. You can allocate roles within a team and take on specific roles yourself.	Evidence comprising: <ul style="list-style-type: none"> minutes of meetings internet 'Blog' tutor observation peer review.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Music and Music Technology sector suite. This unit has particular links with the following unit titles in the BTEC Music and Music Technology suite:

Level 1	Level 2	Level 3
	Planning and Creating a Music Product	Major Music Project
	Professional Development in the Music Industry	Creating and Marketing a Music Product
		Concert Production and Staging

This unit also has links with the following National Occupational Standards:

Technical Theatre

- CPD1 – Improving your skills
- CPD2b – Ensure that you and your team keep up to date with the technical and production areas of the live arts
- TP14.1a – Getting in, fitting up and getting out (M4)
- TP20.4b – Supervising sound operation for a live performance in the theatre
- TP23.1 – Maintaining buildings or equipment (C12)
- TP5.6 – Sourcing sound equipment
- MTP2 – Cleaning up own work area

Live Events & Promotion

- LE1 Support publicity activities for live events
- LE6 Support the planning of live events
- LE7 Identify suppliers of materials and equipment for the running of a live event
- LE10 Contribute to the production and distribution of publicity material for a live event
- LE11 Research and assess the appropriateness of different types of venues for different types of live events
- LE12 Assist with the implementation of safety and security at a live event
- LE13 Assist in the production of press releases and evaluate their effectiveness
- LE14 Contribute to the production and proof reading of copy for the advertising of a live event
- LE16 Manage changes to a live event schedule
- LE17 Identify and gain alternative forms of publicity for a live event
- LE18 Collate and present live event ticket sales information
- LE21 Assist in the preparation and maintenance of budgets for a live event.

Essential resources

Centres should provide appropriate spaces for regular event planning meetings. These could offer access to the internet and computer projectors for researching and displaying information. Use of online resources and applications is encouraged such as keeping a 'Blog' to show progress and possibly evidence planning meetings and events. Computers will be needed to keep financial records and develop other documentation such as performer contracts.

Access is needed to a performance space that is suitable for holding a number of music events. This could be a small venue or a large venue but should have many of the factors that make up a music event such as a sound system suitable for music, lighting, musical instruments, a stage area and an audience area. Access is also needed to performers to play at these events.

Indicative reading for learners

Textbooks

Baker B – *Guerrilla Music Marketing Handbook: 201 Self-Promotion Ideas for Song Writers, Musicians and Bands on a Budget* (Bob Babker, 2007) ISBN 978-0971483859

Bowdin G et al – *Events Management* (Butterworth-Heinemann, 2006) ISBN 978-0750665339

Conway D – *The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event* (How To Books Ltd, 2009) ISBN 978-1845283032

Hannam C – *Health and Safety Management in the Live Music and Events Industry* (Entertainment Technology Press, 2004) ISBN 978-1904031307

Kemp C – *Music Events Management and Promotion* (Elm Publications, 2008) ISBN 978-1854504470

Lathrop T – *The Business of Music Marketing and Promotion* (Billboard Books, 2003) ISBN 978-0823077298

Employer engagement and vocational contexts

Events management is a large area of employment in the music industry and in the wider performing arts industries. Areas of employment include artists and tour management, promoter, administration, music festival organisations and event management companies.

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	explaining the factors that will influence the success of a music event
Creative thinkers	explaining the factors that will influence the success of a music event applying planning procedures for a proposed music event
Reflective learners	managing specific roles for a music event reviewing progress at team meetings
Team workers	applying planning procedures for a proposed music event managing specific roles for a music event working as a team and allocating roles
Self-managers	applying planning procedures for a proposed music event managing specific roles for a music event
Effective participators	applying planning procedures for a proposed music event managing specific roles for a music event and taking part in a team management activity.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	finding out a range of information needed to effectively run a music event including vital information needed on the day of the event
Creative thinkers	working out how to promote the event effectively and imaginatively
Reflective learners	reviewing own role within the team and the overall success of the music event
Team workers	working with a range of different people in a variety of event management roles
Self-managers	managing own time, financial records, meeting assignment deadlines
Effective participators	participating in a range of music events and planning meetings.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	researching topics within this unit online
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	selecting appropriate research material online
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	writing reports on the topics within this unit some of which are complex and involve detailed explanation. These may include pictures, diagrams and text in various formats
Bring together information to suit content and purpose	presenting of assignment work to the learner group using ICT
Present information in ways that are fit for purpose and audience	presenting of assignment work to the learner group using ICT
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to meetings and dealing with a wide range of different people presenting work to the learner group and discussing topic areas within this unit
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading legal contracts and legislation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	keeping regular records of meetings. Creating specific documents based on examples. Writing reports on the topics within this unit.