

# Unit 74: Working Freelance in the Performing and Production Arts

<b>Unit code:</b>	<b>D/600/0150</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The purpose of this unit is to enable learners to operate as freelancers. Learners have opportunities to put into practice what they learn through research, develop a professional profile and obtain the skills they need to market a product and gain work experience.

## ● Unit introduction

Through research, learners will identify the large variety of resources the freelance must consider in to work effectively. They will learn what the freelance job market has to offer within the creative industry. Learners will identify the range of resources they need to start up as a freelance professional. Learners will also review their professional skills and identify areas for development. During this process learners can begin to define potential career prospects and direction.

Learners will be guided into drawing up a professional profile and work plan. They will research information on the range of marketing and financial techniques, networks and business arrangements available to them as freelance. Learners' professional work plans can also identify skills needing development drawing on business, finance and network research.

Learners will familiarise themselves with some legal aspects of working in the freelance realm, identifying the knowledge that needs to be gained and acquiring some appropriate legal information relevant to a freelance role. The unit will help learners to understand some contractual choices and obligations, as well as prepare them to enter the creative business arena.

Learners can explore potential business profiles that could promote their business or skills services. They can begin to plan a marketing strategy and will be aware of the legal aspects that will affect them in a variety of professional contexts. Learners can also take opportunities to gain work experience.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the resources needed for freelance employment
- 2 Know how to develop a freelance profile
- 3 Know about the legal aspects of freelance work.

# Unit content

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## 1 Understanding resources needed for freelance employment

*Professional:* scheduling; organising; deadlines, prioritising, resource management; skills; goals; targets; planning; SWOT analysis; training resources; industry journals; training seminars; conferences; administration; professional bodies

*Practical:* communication facilities eg computer and internet access; running costs eg travel, phones; marketing and promotion and associated costs eg business card, flyers, brochures, leaflets; website; cold calling; pitching for work; sales techniques and client awareness; biography profile; legal structure eg self-employed, cooperative, LLP; creative specialism, clients, resources, CV, business plan, portfolio, entrepreneurial ideas, investment, professional services, target sales, results, data analysis eg audience data

## 2 Know how to develop a freelance profile

*Marketing:* competitor research; strategy; publicity; endorsements; budget; audience; branding; logo; profile; emarketing; networking; brochure; communication skills; data; personal website

*Networks:* professional associations eg Stage Management Association; unions eg Equity; creative industry agencies eg Pact; agents eg literary, business support agencies regional advice agencies, creative enterprise specialists

*Finance:* cash projection; profit and loss; budgeting; legal banking requirements; self-employment grants; accounts; sponsorship; volunteers; fundraising; royalties; pensions; pricing; invoicing; partnerships; tax eg income, corporation, business rates, VAT

*Profile and work plan:* clients; potential professional contexts; creative ideas and skills; professional development; budget; legal skills eg risk analysis; marketing methods; networks; contacts; schedule; targets

## 3 Know about the legal aspects of freelance work

*Legal aspects:* insurance eg public liability; copyright; data protection; accounts; health and safety; methods for protecting intellectual property; consumer protection; equal opportunities; the Disability Discrimination Act (DDA); environmental protection; child protection; sustainability; fire safety; financial eg royalties; training; data protection; equality and diversity; contractual obligations; disclaimers

*Policies:* child protection; sustainability; culture; health and safety; environmental; financial eg book keeping; representation; legal structures; commercial law; equality and diversity

*Contracts:* temporary eg residency; permanent eg fixed term; terms and conditions; key industry clauses; contractual obligations eg confidentiality, remuneration; job description eg responsibilities, insurance requirements; deadlines; employment law; limited liability partnerships; company formation; royalties

## 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:
<b>P1</b> explain the practical resources needed for freelancing, reviewing current professional skills [IE, CT]	<b>M1</b> draw up a detailed personal plan that refers to the practical resources needed for freelancing and professional skills needing development	<b>D1</b> show an individual approach to drawing up a personal plan that includes the practical resources needed for freelancing in a particular specialism and thoroughly reviews professional skills
<b>P2</b> describe the need for networking, marketing and financial skills [RL, EP]	<b>M2</b> show a purposeful and coherent approach to networking, marketing and financial skills	<b>D2</b> show self-motivation and confidence in networking, using sources of advice and information and in using marketing and financial skills
<b>P3</b> develop a freelance profile and work plan [CT, SM]	<b>M3</b> develop and collate a diverse freelance profile and work plan	<b>D3</b> independently collate a comprehensive and innovative freelance profile and work plan
<b>P4</b> describe the legal aspects and requirements for working in a freelance capacity. [IE]	<b>M4</b> purposefully investigate legal aspects and requirements with particular reference to specific contracts, clients and professional contexts.	<b>D4</b> independently investigate legal aspects and requirements with particular reference to specific contracts, clients and professional contexts.

**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

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## Delivery

When defining their professional profiles, it would be useful for learners to make contact with national and regional advice agencies that specialise in creative enterprises and/or professionals working locally, for example [www.artsmatrix.org.uk](http://www.artsmatrix.org.uk).

This unit can be delivered in conjunction with a performance unit, where learners are encouraged to market a product in groups. It also can be delivered as an individual assignment for independent learners wanting to prepare for the freelance world.

Where learners have chosen to gain the unit through a work experience placement or through mentoring from a professional in the industry, the responsibility is on the centre and learners to ensure appropriate legal requirements have been met. A skills checklist would be useful for learners to keep track of their own progress and the setting of goals.

Learning outcome 1 involves learners familiarising themselves with the self-discipline and professional skills needed by the freelance to operate independently and effectively, eg scheduling, budgeting.

Learning outcome 1 is also an opportunity for learners to review their skills and set goals to achieve. This outcome can involve a variety of approaches which enable the learner to explore what they want to achieve and begin to make a plan in order to achieve it. Research can then be encouraged to define what resources they need to achieve their goals. Research can take a variety of forms such as government internet sites, local performance companies, interviews with performers or industry professionals or government agencies, and creative enterprise agencies. Other evidence can be action plans and a work experience log. Learners can reflect on the information identifying what is relevant to their particular career path or job role.

Learning outcome 2 is about applying skills, for example, marketing and developing a professional profile and work plan. Learners' record or log should include a checklist of gained and skills needed. Other evidence can include websites created or other marketing material, photographs, DVD recordings, checklists, diagrams, notes about meetings or research. Observation statements, professional certificates gained from work experience, mentors notes, self evaluation and reflection, checklists and tools will enable learners to track their own progress and prepare for effective evaluation.

Learning outcome 3 is about securing appropriate contracts and understanding the variety of legal issues involved. Evidence can include notes from meetings with advice agencies, examples of contracts available or won, and learner reflection on the legal issues explored.

## 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 unit and structure of the programme – whole class.
<b>Assignment 1: Professionalism and Resources – P1, M1, D1</b> <ul style="list-style-type: none"><li>Review own professional skills and identify strengths and areas for development.</li><li>Identify a range of resources needed for freelance working and create a budget.</li></ul>
<b>Assignment 2: Starting up as a Freelance – P2, P3, M2, M3, D2, D3</b> <ul style="list-style-type: none"><li>Create a freelance profile identifying potential clients and professional contexts.</li><li>Create a professional work plan identifying skills needing development and drawing on business, financial, marketing and network research.</li></ul>
<b>Assignment 3: Create a Marketing Strategy – P2, P3, M2, M3, D2, D3</b> <ul style="list-style-type: none"><li>Choose from a range of media to advertise freelance skills or business.</li><li>Create a marketing strategy drawing on a range of marketing techniques.</li><li>Identify all potential client bases.</li></ul>
<b>Assignment 4: Legal Aspects – P4, M4, D4</b> <ul style="list-style-type: none"><li>Develop profile identifying contractual and legal aspects likely to affect the freelance role chosen.</li><li>Research contractual obligations and a range of business contracts available.</li></ul>

## Assessment

Evidence for learning outcome 1 should include a review or self-assessment of learners' professional skills and identify areas for development. For this outcome, tutors should give learners opportunity to gain skills in organising and self-management, ie prioritizing and scheduling, through lectures or by contact with appropriate agencies. Learners should also produce evidence that they are clear on the product or skills they are offering as a freelance for example CV, business plan, portfolio. Learners could be encouraged to make contact with networks that specialise in the professional skills development and resource management required by freelancers. (See *Essential resources*.) Learners could submit notes for assessment from advisory meetings or calls with networks. It is important that learners reflect on the information they collect in a way that is relevant to a freelance role.

Evidence for learning outcome 2 will be based on the skills or product learners wish to deliver as a freelancer identified in learning outcome 1. Learners have the opportunity to design an appropriate marketing strategy and evidence for marketing can be in a variety of forms, for example Web page or brochure. It is important that learners have identified or considered a potential client base.

Logs should include a work plan, notes from meetings and a profile. The work plan should identify where learners have gone to find out information and what skills they need or are developing. Logs could also include a budget and or evidence that they understand the legal financial requirements for freelance professionals, for example information from HMRC.

For learning outcome 3 evidence can be in a variety of forms, for example essay, a presentation, class discussion, work plan. It would be useful for learners to produce a plan of what they can do next to gain further skills appropriate for their planned career path, for example planned further contact with networks, identified areas for further research, skills desired, SWOT analyses, PESTLE analyses. Learners should also show awareness of how legislation applied their job role.

It would also be useful for learners to receive tutor feedback or direction throughout the unit in the form of tutor observation notes or SMART targets, which support the specific skills learners are aiming to achieve.

Differentiation between pass, merit and distinction will be apparent through the level of skills gained.

At pass level, learners will have identified a product or skills set to offer as a freelancer and undertaken a review of their skills. Learners will be able to explain the relevance of marketing skills and will have attempted a marketing strategy. They will have written a work-plan and identified areas for development.

At merit level, learners will have identified a variety of relevant skills, policies, networks and current legislation appropriate to their career aims. Learners at this level will work consistently and, to some extent, independently to contact networks and gain information. Evidence can be produced by learner to show a variety of skills being developed. Learners will have produced an interesting or diverse profile. Learners will investigate legal aspects and requirements with particular reference to specific contracts, clients and professional contexts.

At distinction level, learners will, on the whole, work independently and show thorough understanding of the relevance of information collected. Learners will have a clear idea of their skills set and work independently to develop it. Learners will also demonstrate resource management. Skills acquired during the unit will be diverse and identify definite plans for professional and legal skills development. Learners at this level will be able to negotiate professional networks or contracts with ease and also be able to develop a work plan that is effective.

## 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
PI, M1, D1	Professionalism and Resources	Review own professional skills and identify strengths and areas for development.  Identify a range of resources needed for freelance working and create a budget.	<ul style="list-style-type: none"> <li>• Log.</li> <li>• Checklists.</li> <li>• Workplan.</li> <li>• Budget.</li> </ul>
PI, P2, P3, M1, M2, M3, D1, D2, D3	Starting up as a Freelance	Create a freelance profile identifying potential clients and professional contexts.  Create a professional work plan identifying skills needing development and drawing on business, financial, marketing and network research.	<ul style="list-style-type: none"> <li>• Marketing material.</li> <li>• Workplan.</li> <li>• Contacts/networks used.</li> <li>• Financial planning.</li> <li>• Skills checklist.</li> <li>• Log.</li> </ul>
PI, P2, P3, M1, M2, M3, D1, D2, D3	Create a Marketing Strategy	Choose from a range of media to advertise freelance skills or business.  Create a marketing strategy drawing on a range of marketing techniques.  Identify all potential client bases.	<ul style="list-style-type: none"> <li>• Marketing material.</li> <li>• Workplan.</li> <li>• Contacts/networks used.</li> <li>• Financial planning.</li> <li>• Skills checklist.</li> <li>• Log.</li> <li>• Presentation (re: work placement).</li> </ul>
P4, M4, D4	Legal Aspects	Develop profile identifying contractual and legal aspects likely to affect the freelance role chosen.  Research contractual obligations and a range of business contracts available.	<ul style="list-style-type: none"> <li>• Log.</li> <li>• Skills checklist.</li> <li>• Contracts.</li> <li>• Networks.</li> </ul>



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

This unit forms part of the BTEC Performing and Production Arts sector suite. This unit has particular links with the following unit titles in the BTEC Performing and Production Arts suite:

Level 1	Level 2	Level 3
Working in the Performing Arts	Performing Arts Production Process	Performance Workshop
	Working in the Performing Arts Industry	Production Arts Workshop
	Professional Development in the Performing Arts Industry	Performing Arts Business
		Production Arts Planning
		Theatre in Education
		Production Arts Planning
		Arts in the Community
		Arts Administration
		Performing Arts Events Management
		Legal Aspects for Performing and Production Arts

### Essential resources

Access to library and IT equipment is essential. It would also be useful for learners to be given details of specific websites and contacts for information gathering.

Contact with professional networks would be beneficial for learners' understanding of the industry.

### Employer engagement and vocational contexts

It would be useful for learners to take advantage of advice agencies for the creative industry. Examples of agencies are given in the websites list. It could also benefit learners to have contact with professionals already working within the industry for information gathering or mentoring. In some cases, it may be possible for centres to invite a mentor, advisor or freelance into the centre to offer advice. It is possible to gain this unit through work experience by obtaining evidence that reflects current issues within the job role undertaken.

## Indicative reading for learners

### Textbooks

Dunmore S – *An Actors Guide to Getting Work* (A&C Black Publishers Ltd, 2008) ISBN 9780713668223

Harrison A – *Music: The Business The Essential Guide to the Law and the Deals* (Virgin Books, 2008)  
ISBN 9781905264278

Little J and Chatburn K – *Musicians' and Songwriters' Yearbook* (A&C Black Publishers Ltd, 2008)  
ISBN 9780713684728

Mosse K – *Writers' and Artists' Yearbook 2009: A Directory for Writers, Artists, Playwrights, Designers, Illustrators and Photographers* (A&C Black Publishers Ltd, 2008) ISBN 9781408102640

Piper A and S Dunmore – *Actors' Yearbook 2008* (A&C Black Publishers Ltd, 2008) ISBN 9780713684711

### Websites

[www.bectu.org.uk](http://www.bectu.org.uk)

Media and entertainment trade union

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Free business advice and support service

[www.ccskills.org.uk](http://www.ccskills.org.uk)

Sector skills council for Creative and Cultural Skills

[www.creative-choices.co.uk](http://www.creative-choices.co.uk)

Creative and Cultural Skills career opportunities

[www.creativepeople.org.uk](http://www.creativepeople.org.uk)

Professional development for arts and crafts

[www.culture.gov.uk](http://www.culture.gov.uk)

Department for Culture, Media and Sport information

[www.culture.info](http://www.culture.info)

Providers of European and international information services to the arts and cultural sector

[www.equity.org.uk](http://www.equity.org.uk)

Professional performers and creative workers trade union

[www.englandsrdas.com](http://www.englandsrdas.com)

Regional Development Agencies

[www.musiciansunion.org.uk](http://www.musiciansunion.org.uk)

Musicians trade union

[www.plasa.org](http://www.plasa.org)

Professional Lighting and Sound Association

[www.skillset.org](http://www.skillset.org)

Sector Skills Council for Creative Media

[www.tmauk.org](http://www.tmauk.org)

Theatrical Management Association

## Delivery of personal, learning and thinking skills

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 ...
<b>Independent enquirers</b>	self-reviewing, skills check listing, researching resources
<b>Creative thinkers</b>	selecting appropriate information, creating a profile and marketing material
<b>Reflective learners</b>	applying marketing skills and reflecting on progress
<b>Team workers</b>	carrying out legal requirements (if working in a group)
<b>Self-managers</b>	applying skills and evaluating progress
<b>Effective participators</b>	applying marketing skills.

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 ...
<b>Independent enquirers</b>	planning and carrying out research
<b>Creative thinkers</b>	adapting ideas for profile and workplan
<b>Reflective learners</b>	setting goals or tasks inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform progress
<b>Team workers</b>	taking responsibility for their own role when working in a group managing discussions to reach agreements and achieve results
<b>Self-managers</b>	seeking out challenges or new responsibilities and showing flexibility when priorities deal with competing pressures, including personal and work-related demands responding positively to change, seeking advice and support
<b>Effective participators</b>	engaging with a group/professional or network.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	creating a profile making marketing material
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	making a workplan
Manage information storage to enable efficient retrieval	making a budget/workplan
Follow and understand the need for safety and security practices	securing information/using data protection.
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the industry, networks and legal issues
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	making marketing material/budget/log
Bring together information to suit content and purpose	making marketing material/budget/log
Present information in ways that are fit for purpose and audience	creating a profile
Evaluate the selection and use of ICT tools and facilities used to present information	making a work plan
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	contacting networks

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	making a budget and financial planning
Identify the situation or problem and the mathematical methods needed to tackle it	making a budget and financial planning
Select and apply a range of skills to find solutions	making a budget and financial planning
Use appropriate checking procedures and evaluate their effectiveness at each stage	making a budget and financial planning
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	making a budget and financial planning
Draw conclusions and provide mathematical justifications	making a budget and financial planning
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	making a presentation of professional profile to group/employer
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	writing a log/workplan/profile and reflecting on information gathered
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a log/workplan/profile and reflecting on information gathered.