

# Unit 57: Arts Administration

<b>Unit code:</b>	<b>Y/502/5683</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

This unit will give a good snapshot of what it is like to work in arts administration. It will cover the daily programming, marketing and budgeting exercise carried out in all venues and will give learners a better understanding of how they can ensure success at their next event or promotion.

## ● Unit introduction

Drawing up a programme of events is one of the fundamental activities of any performing arts venue. The programme should provide a range of complementary events which attracts patrons and encourages them to return.

In this unit learners will plan a series of events and market them to the public, generating funding to ensure the event is affordable and cost effective. They will work as part of the venue team in the arts administration role. Communication within the team is vital, ensuring both funding bodies, promoters, members of the managing board and colleagues are all working to the same plans.

This unit will explore how to develop plans for any event, ensuring that the financial requirements can be met while covering the technical, licensing and legislative requirements. It will also ensure that the required costs for equipment and staffing are in the business plan for the events.

In order to make this unit a true reflection of the performing arts business, a full business and financial plan will have to be presented to the venue board of governors, or equivalent, in order for them to approve the plans developed. Learners will have the chance to apply for grants and funding for an event.

## ● Learning outcomes

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

- 1 Be able to programme and market different performing arts products
- 2 Be able to apply financial planning and procedures
- 3 Be able to undertake appropriate internal and external communications
- 4 Be able to implement relevant legal requirements for a performance activity.

# Unit content

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## 1 Be able to programme and market different performing arts products

*Programming:* identifying, selecting and scheduling events; balancing artistic intentions and business objectives; booking events; contracts; considerations as to nature and size of venue

*Marketing:* eg market surveys, marketing strategies, audience development, promotion, media coverage

## 2 Be able to apply financial planning and procedures

*Procedures:* business plans (to include venue maintenance and servicing); budgeting, single-entry accounts

*Generating earned income:* eg ticket sales, programme sales, merchandise, refreshments

*Fundraising:* sourcing and securing funds from public agencies, local authorities, trusts, private donors, business sponsors

*Long-term strategies:* financing the upgrading of facilities/equipment; refurbishment programmes

*Types of financial transaction:* company hire; box office split; guarantee; venue hire; contracts

## 3 Be able to undertake appropriate internal and external communications

*Internal:* methods of maintaining good working relations between management eg board, trustees, venue owner, landlord; administrative staff; technical staff; maintenance staff; artistes (resident, visiting); visiting companies; meetings; discussions; updating; memos; reports

*External:* eg customer care, with funding bodies, meetings, reports, evaluations; media interviews, press releases, public relations

## 4 Be able to implement relevant legal requirements for a performance activity

*Licensing:* eg public performance licensing, alcohol licensing, Performing Rights Society (PRS), Phonographic Performance Limited (PPL), performance licence from copyright holder

*Regulations:* Health and Safety at Work Act; Disability Discrimination Act; COSHH regulations; Factories Act 1961; environmental health

*Insurance:* buildings; equipment; public liability; employee liability; events insurance

*Employees:* equal opportunities; contractual obligations; employees' rights

*Customers:* customer rights

## 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> carry out market research on potential types of events	<b>M1</b> carry out detailed market research on potential types of events, exploring their feasibility and implications	<b>D1</b> carry out detailed market research on potential types of events, fully exploring their feasibility and implications and analysing the findings
<b>P2</b> produce a marketing plan for an event, identifying methods, associated costs and target audience [IE, TW, CT]	<b>M2</b> produce a detailed marketing plan for an event, exploring methods, associated costs and target audience	<b>D2</b> produce a comprehensive marketing plan for an event, fully and accurately specifying methods, associated costs and target audience
<b>P3</b> produce a financial plan for an arts event [IE]	<b>M3</b> produce a detailed financial plan for an art event taking into account fundraising and venue maintenance	<b>D3</b> produce a comprehensive financial plan for an arts event providing a balanced budget using fundraising, grants and taking into account venue and long-term strategies
<b>P4</b> communicate with people both internal and external to an organisation, using some types of communication methods [IE]	<b>M4</b> communicate with overall clarity with people both internal and external to an organisation, using generally appropriate types of communication methods	<b>D4</b> communicate with extreme clarity and accuracy with people both internal and external to an organisation using entirely appropriate types of communication methods
<b>P5</b> implement the legal requirements relevant to a specific performance activity, with support and guidance. [EP]	<b>M5</b> implement the legal requirements relevant to a specific performance activity, with minimum support and guidance.	<b>D5</b> implement the legal requirements relevant to a specific performance activity, independently.

**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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

The delivery of this unit should combine the development of theoretical knowledge with the necessary practical exercises. A range of activities combining classroom learning, work experience, field trips, independent research and project work, and role play will be beneficial. Delivery could start with market research of an event, leading on to costing and budgeting event. Preparation of funding applications, production of a marketing plan and marketing material also need to be carried out. Research into any legislative requirements that may affect the production also needs to be carried out.

Learners need to use research techniques and relevant communication skills to submit their findings to a board of directors for approval.

## 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 arts administration: Tutor <ul style="list-style-type: none"><li>• programming</li><li>• marketing</li><li>• budgeting.</li></ul>
Introduction to market research <ul style="list-style-type: none"><li>• research types, questionnaire, online.</li></ul>
<b>Assignment 1: Create an Event Plan Carrying out Market Research – P1, M1, D1, P4, M4, D4</b> Learners: <ul style="list-style-type: none"><li>• carry out market research on the need for a minimum of two types of event/performance series of events specified</li><li>• evaluate the findings</li><li>• devise recommendations of the type of events to be produced</li><li>• present findings in a form suitable for a theatre board.</li></ul>
Introduction to financial planning and grants: Tutor.
<b>Assignment 2: Create a Financial Plan and Grant Application for the Series of Events/Festival – P2, M2, D2, P4, M4, D4</b> Learners: <ul style="list-style-type: none"><li>• cost the event, researching costs of items of expenditure</li><li>• research grant opportunities</li><li>• draw up a budget plan for the event</li><li>• make a grant application to cover shortfall (if required).</li></ul>
Introduction to marketing: Tutor <ul style="list-style-type: none"><li>• target audience, marketing types and styles and media.</li></ul>

## Topic and suggested assignments/activities and/assessment

### Assignment 3: Create a Marketing Plan – P3, M3, D3, P4, M4, D4

Learners:

- identify event and target audience
- devise a costed marketing plan in relation to their budget
- devise marketing material.

Introduction to legal requirements influencing arts administration activities: Tutor.

### Assignment 4: Implement a Legal Requirement – P5, M5, D5

Learners:

- for a given event, identify the legal requirements and, where appropriate, ensure their implementation
- communicate with relevant authorities (if necessary, eg use of pyrotechnics).

## Assessment

There are three elements to the assessment of work for this unit:

- demonstrating an understanding of programming and their target audience requirements
- the application of appropriate skills and the development of marketing and financial plans
- practical demonstration of the implementation of one legal requirement under performance conditions.

Evidence of knowledge and understanding can be generated through primary and secondary research projects, and written assignments. It can be presented in various textual forms, eg written reports, accounts, charts, information packs, and oral forms for example, presentations, recorded discussions and role play.

The evidence can be presented in various textual forms, for example written reports, accounts, charts, numerical data, plans; visual forms for example marketing artefacts, display material; and orally, for example presentations, recorded interviews and role play.

Evidence of practical skills will be generated in the context of work experience placements, learner productions and/or simulation exercises. It will take the form of tutor reports, observation schedules learner logs and witness statements.

In the process of carrying out this unit learners should have the opportunity to:

- draw up a marketing strategy for at least two different programmes of events
- be responsible for at least two financial procedures – these could be business plans, petty cash accounts, budgets or income/expenditure reports
- produce at least two different kinds of internal communication
- produce at least two different kind of external communication
- select and implement at least one legal requirement within a venue.

Each element can be documented in a number of ways to produce sufficient and reliable evidence for assessment purposes. Some assessment can be through the presentation of a written or practical research project which can include the use of ICT in the form of visual, textual and/or aural material. Learners should maintain a working log/diary.

Evidence of background research material, should include event research and audience research undertaken along with a presented report either written, spoken or using ICT in a form suitable for a theatre board as to the types of event to be produced, justifying the key findings.

The marketing plan will include a range of samples of marketing produced for this event, with examples of research of existing types and genres of event, and a justification of the design of marketing material produced in relation to the target audience.

The financial plan will include a grant application, and a costed plan, allowing contingency planning, and all key elements of the event requirements should be researched and costed.

Learning outcome 1 requires learners to demonstrate their understanding of the programming role that they are undertaking. This will include how programming works, and how sympathetic events can lead to a season of similar events for one target audience

Differentiation between pass, merit and distinction will be apparent through the depth of research and the factors taken into account when devising their series of events.

Learners will need to articulate their understanding in writing, presenting their ideas to the management board

For P1/P2, learners will describe potential types of events, and undertake some market research as to the viability of these events, creating a rudimentary marketing plan, and identifying basic costs

For M1/M2, learners will be describe event types, exploring a range of types of events and looking in more depth as to the implications of each event in terms of security costs, venue costs, performer and marketing costs. An evaluation of marketing sources in terms of cost and how they would attract of the chosen target audience for the event chosen

For D1/D2, learners will describe a range of events, listing pros and cons of each type of event, and relating this to the market research undertaken. The market research should drive the chosen events, looking at how these can be marketed to the identified target audience. Some ideas in terms of creative marketing opportunities and ticketing should be shown at this level, exploring both paid and free marketing opportunities and looking at individual and series of events.

Learning outcome 2 requires learners to demonstrate financial control of the selected events. This will include careful budgeting, identifying all potential costs of events and looking at contingency plans. The deficit from income from tickets and secondary spend should be identified, from the total events costs and funding from a range of other sources and grants should be identified.

For P3, learners will identify the costs and potential income to be produced from a series of events, relating this to the identified target audience and the amount that is usually paid for the type of event

For M3, learners should develop their financial plan, looking at additional costs, and income opportunities, including secondary spend and merchandising opportunities, grant applications and the potential from a range of different trusts and funders and fundraising opportunities, season tickets to develop a returning audience and other costs including venue maintenance, security and ticket sales commission, online, telephone and in person.

For D3, learners will have produced a very detailed financial plan, with a range of costed contingency plans and identified that the series of events should be looked at holistically (ie some loss making events could theoretically be subsidised by other events that will make money). Detailed grant applications will be included as part of the plan, looking at the criteria from each funder and gearing the application to their criteria to allow the entire budget to balance.

Learning outcome 3 requires learners to communicate both internally and externally using written, graphic and spoken communication.

For P4, learners will contribute to the communication process done at a basic level, but understanding from both parties as to the requirements will be shown.

For M4, learners will be able to communicate more effectively within their teams and with external agencies and members of the public using written, graphic and spoken communication and through the use of ICT. The marketing ideas should target the required audience type and this type of communication should be original and innovative. Presentation skills should be demonstrated when presenting ideas, and written text should follow conventions for letters and emails, being polite, easy to read and clearly identifying the information requested

For D4, learners will be effective communicators, both articulate, polite and with good presentation skills. Good team communication should be observed, with clear notes and minutes of any meetings held identifying contributions and action points. This should be presented formally as an accurate record of what has taken place. Communication methods should be carefully selected by the learner with the methods identified in their logs/diaries, justifying why it was more appropriate to use one or another.

Learning outcome 4 requires learners to research and select a legal requirement to implement, there is a large range of legal requirements to be considered and should include licensing, regulations, insurance, employees and customers. This should be implemented during one of the events undertaken, and will require planning and then execution of the requirement. Several options should be considered, and several may be covered by carrying out the role during the event.

For P5, learners will have identified several legal requirements, researched the implications of it within their chosen performance and come up with suggestions on how it can be implemented in an event situation. At least one will then be implemented during an event with guidance. Examples of this could include:

- *licensing*: a return form for all music played for PRS during that evenings entertainment, ensuring that playlists were accurate and fully documented
- *regulations*: pre show event checks and ratio of security and stewards could be identified, and then monitored, throughout the event
- *insurance*: applications to cover the event from cancellation, buildings, accidental damage
- *employees*: minimum wage, paying staff, and tax/NI implications
- *customers*: provision of free drinking water from an alcoholic bar, complaints procedure, DDA and discrimination.

For M5, learners, through their planning will have covered several scenarios, and have some contingency plans, events should be monitored and if required contingencies should be used. For merit level there should be minimal support and guidance offered allowing for the learner to know and understand the regulations they are covering.

For D5, learners will have an unmistakable confidence in everything they do. They will independently monitor the legal requirements identified and are confident to change things, constantly checking and monitoring the event for compliance on a number of legal requirements.

## 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, P4, M4, D4	1: Create an Event Plan Carrying out Market Research	Learners are putting on two different types of event, and have to research what will work, and be the most popular justifying their decisions.	Presentation of findings. Recommendations/evaluation of findings. Market research evidence.
P2, M2, D2 P4, M4, D4	2: Create a Financial Plan and Grant Application	Learners should create a budget for the proposed events, creating a financial plan and research grant opportunities for the shortfall applying for a grant.	Financial plan. Completed grant application/presentation.
P3, M3, D3, P4, M4, D4	3: Devise a Marketing Plan	Learners devise costed marketing plan in conjunction with the budget plan and agreed target audience in Assignment 2, Examples of marketing material can be created.	Marketing plan. Examples of marketing material. Evaluation of marketing sources and target audience.
P5, M5, D5	4: Select and Implement Legal Requirements	Learners evaluate a range of legal requirements that would impact on their event, and implement one of them.	Notes on legal requirements affecting chosen events. Evidence of implementation of at least one. Forms/paperwork/reports/licensing returns.

## 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
	Performing Arts Production Process	Theatre Front of House Operations
		Performing Arts Events Management

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

Technical Theatre

- G4a – Managing Finance
- G4a – Managing finance for a defined work activity
- G4b – Managing the finance of a functional area of work
- G4c – Managing finance
- HS2 – Assessing risks
- HS5 – Controlling risks.

## Essential resources

Primary research will require access to local performing arts venues and their staff. It is important that good relationships with such venues are cultivated. Work experience in local venues is desirable, as are visits by arts professionals such as arts development officers.

Secondary research is likely to include access to library resources, CD ROMs, the internet, specialist publications, video and playback facilities. Learners should have easy access to information technology for the use of word processing, databases and spreadsheets, in order to produce textual and numerical evidence.

There must also be close liaison for learners undertaking this unit with learner productions across the performing arts disciplines, in order that they can gain sufficient experience and evidence for the practical elements.

Funding applications can be completed online and printed off. A good example is [www.awardsforall.org.uk](http://www.awardsforall.org.uk). Click on the 'how to apply' link for an electronic application form that can be filled in online and printed off.

## Employer engagement and vocational contexts

Work placement within a theatre administration/front of house office could be an invaluable method of developing the skills underpinning this unit.

## Indicative reading for learners

### Textbooks

Holden J – *Capturing Cultural Value: How Culture Has Become A Tool Of Government Policy* (Demos, 2005)  
ISBN 9781841801391

Holt D B – *How Brands Become Icons: The Principles of Cultural Branding* (Harvard Business School Press, 2004) ISBN 9781578517749

Kellog D K – *The Community Arts Directory 2005* (Platform Publications Ltd, 2005) ISBN 9780951499184

Kerrigan F, Fraser P and Ozbilgin M (editors) – *Arts Marketing* (Butterworth-Heinemann, 2004)  
ISBN 9780750659680

Ranchhod A and Marandi E – *The Official CIM Coursebook: Strategic Marketing in Practice* (Butterworth-Heinemann, 2006) ISBN 9780750680127

Slaughter R A – *Futures Beyond Dystopia: Creating Social Foresight* (Routledge, 2003) ISBN 9780415302708

Vincent L – *Legendary Brands: Unleashing the Power of Storytelling to Create a Winning Market Strategy* (Kaplan Business, 2002) ISBN 9780793155606

### Website

[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>	creating a marketing plan, researching types of events creating a financial plan, researching all associated costs communicating with internal and external stakeholders
<b>Creative thinkers</b>	creating marketing material
<b>Team workers</b>	creating a marketing or financial plan as part of a team
<b>Effective participators</b>	communicating with internal and external stakeholders implementing a legal requirement.

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>Creative thinkers</b>	being more creative on marketing and incentives
<b>Reflective learners</b>	evaluating each event and revising existing plans
<b>Team workers</b>	developing the series of events
<b>Effective participators</b>	monitoring events for legal requirements.

## ● 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	presenting a financial plan presenting a marketing plan
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	evaluating marketing plan
Manage information storage to enable efficient retrieval	saving files
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	creating marketing material
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching grant applications
<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>	creating financial plan creating marketing plan creating marketing material
Bring together information to suit content and purpose	collating market research
Present information in ways that are fit for purpose and audience	presenting market research summary
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating project
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with internal and external stakeholders

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	creating a financial plan
Identify the situation or problem and the mathematical methods needed to tackle it	creating a financial plan – Formula/VAT % splits
Select and apply a range of skills to find solutions	setting a budget
Use appropriate checking procedures and evaluate their effectiveness at each stage	setting a budget
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	communicating with internal and external stakeholders
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching events
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting to the board.