

Unit 58: Performing Arts Event Management

Unit code:	L/502/5678
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

Learners will develop an understanding of appropriate theoretical and practical skills for event management activities; these will include accounting, finance, marketing, legal aspects of the work, technical management and ICT skills to enable them to work as part of a team to plan and execute an event.

● Unit introduction

Performing arts events management deals with the administrative tasks and strategies associated with organising and managing any kind of performing arts event, eg comedy gigs, music gigs, plays and musicals. Learners will play a part in the events team ensuring the venue is set up as outlined in the event plan and resources are secured. Learners will develop a range of skills including financial management, marketing and public relations.

As part of the events management team learners will be the first point of contact for concerns and issues that are raised and their resolution. This will include dealing with the public and ensuring customer and client satisfaction. The final stage is managing the set back and strike and return of equipment and resources used within the event and complying with legal and contractual requirements, including providing appropriate returns to the Performing Right Society (PRS) and to copyright holders who have licensed the event.

A post-event evaluation and debrief informed by the original event objectives will enhance skills, giving learners the benefit of hindsight and the opportunity to learn from any mistakes made.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand factors that define a performing arts event
- 2 Know the impact financial and legislative requirements have on performing arts events
- 3 Be able to manage, monitor and evaluate a performing arts event.

Unit content

1 Understand factors that define a performing arts event

Type of event: eg entertainment, promotion, product launches, drama, dance, music, multi-media, mixed media, display, gig, festival, solo, company, group, variety, interactive, live and/or recorded, formal and/or informal

Features: eg size, scale, location, duration, recurrence, spatial requirement, equipment, sound, light, effects

Funding: self-financed; generated income grants; sponsorship

Staffing: range; number; performers; support; production; front-of-house; administrative

2 Know the impact financial and legislative requirements have on performing arts events

Event costings and budgeting: staffing; security; resources; equipment; refreshments; ticketing; marketing; publicity; ancillary sales; cloakroom

Legal constraints: performance licensing; PRS; COSHH; employee liability; events insurance; public liability; contractual obligations; equal rights; customer rights; Disability Discrimination Act; safety and security requirements

3 Be able to manage, monitor and evaluate a performing arts event

Procedures: feasibility studies; team appointment, setting targets, devising organisational structure, charts, objectives – SMART (specific, measurable, achievable, realistic, time limited)

Event plan: identify opportunities; problems; solutions; venue set up plan; pre-show checklist

Staff: roles eg security, chaperones; responsibilities; management structure; range of expertise; compatibility; team spirit

Legislation: legislative requirements of the venue; loudness limits; PRS; PPL; script and score licensing and copyright

Health and safety: fire; bomb threat; first aid; crowd management; security; risk assessments; event time schedule; contingency plans

Briefing: key staff; event plan; roles and responsibilities; emergency procedures; first aid

Authorities for reference: theatre administrators and marketers; event organisers; local authorities; legal advisors; unions eg Equity, British Cinematograph, Entertainment and Theatre Union (BECTU), Musicians' Union; other representative bodies

Venues: eg theatre, hall, studio, club, pub, indoor or outdoor space

Equipment and resources: staging, seating; sound, lighting; effects, services, costing; hiring; buying; insuring facility and public liability, transporting

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 discuss broad planning procedures relating to performing arts events	M1 provide detailed planning procedures relating to performing arts events	D1 interpret likely planning procedures relating to performing arts events in a comprehensive and thorough manner
P2 devise a plan of action for a specific performance event with support and guidance	M2 devise a plan of action for a specific performance event with minimum support and guidance	D2 devise an action for a specific performance event independently and with well-reasoned justification
P3 identify the human and/or physical resources needed for a specific performance event and assist within the team in fulfilling them	M3 make a full contribution in identifying the human and/or physical resources needed for a specific performance event, taking a role as a team member in fulfilling them	D3 make a full contribution to identifying the human and/or physical resources needed for a specific performance event, taking a productive role as a team member in fulfilling them
P4 fulfil a management role effectively as a member of a team running a performance event [TW, EP]	M4 fulfil a responsible role effectively and with commitment across a range of areas as a member of a team running a specific performance event	D4 fulfil a leading role comprehensively within a team running a specific performance event
P5 take an active part in the evaluation process of a specific event, contributing some judgements. [RL]	M5 take an active part in the evaluation process of a specific event and presenting considered and valid judgments.	D5 take an active part in the evaluation process of a specific event and present clearly identified, well-reasoned and valid judgements.

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 will be focused on the production and implementation of a specific event plan, covering all requirements for the event from staffing, resources, equipment and any legal requirements. Continuous monitoring for health and safety breaches and customer satisfaction should occur throughout the event progress. An example of an event that will meet the demands of this unit is for learners to organise a rock/pop concert, possibly using their centre or a local community hall as the venue.

The tutor could possibly act as the event manager and facilitate a team of learners to be responsible for planning, running and executing the event. Learners as part of a team must also develop marketing and communication strategies.

The team could also be involved in event design, audio-visual production, logistics, budgeting and negotiation.

The early stages may include: site surveying, brief clarification, budget drafting, cash flow management, procurement, scheduling, rig design, technical design and health and safety.

Closer to the event learners will focus on: health and safety including crowd management, logistics, rigging, sound, light, video, detailed scheduling and security.

Learners should focus primarily on practical experience underpinned with sound background knowledge. A range of activities including project work, trial runs, field trips, liaising with local performance groups, independent research and classroom learning could be used. Learners should be encouraged to develop research skills and relevant written and oral communication skills in order to apply their findings.

Delivery of this unit must include instruction in the use of computers, including word processing, data handling and financial planning software. This could be Microsoft Excel, or a specific financial package if available.

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
Recap/familiarisation on Microsoft package (word processing, database, Excel through class exercise/activity sheets.
Background knowledge – defining an event by type, features, funding, staffing.
Field trip to an outside event with talk organised from organisers.
Field trip to an inside event – with talk from administrators.
Understanding the impact that financial and legislative requirements have on performance events. Guest lecturer – arts officer from local council.
Assignment 1: Planning an event – We Will Rock You – P1, M1, D1, P2, M2, D2, P3, M3, D3, P4, M4, D4, P5, M5, D5
Task/check list. <ul style="list-style-type: none">Learners to allocate roles and then plan the event using a given check list. (Learners to produce a pre-event task list, in the appropriate order with a timetable.) <i>Evidence – hierarchical structure diagram of team role. Pre-event task list and timetable.</i>What band(s) will you book? (a maximum of two) <i>Evidence – minutes of meeting, reflective diary.</i>How much (include national insurance and income tax in your figures). Book bands and arrange times for set up, establish their needs. The fee is usually payable at the performance. Write up a contract for the bands. <i>Evidence – spreadsheet of costings, copies of contracts.</i>How much will you charge your target audience? <i>Evidence – spreadsheet and reflective diary.</i>Check public liability insurance – performers and venue. <i>Evidence – copies of insurance documentation, reflective diary.</i>Staffing and security requirements will be dependant on type of event. If you need to use specialists, for example in staging or pyrotechnics, check that they have appropriate training certificates. <i>Evidence – copy of training certificates and other health and safety documentation. Risk assessment.</i>Learners must attend team meetings, continuously monitoring, reviewing progress, agreed smart targets within their action plans. <i>Evidence – minutes of meetings, action plans, reflective diary.</i>

Assessment

For the purposes of this unit the term 'event' is used to cover a wide range of entertainment activities such as live or recorded performances, shows, displays, gigs and festivals.

The generation of assessment evidence requires that learners take part in the planning and implementation of a performing arts event. Evidence of the practical aspects of the unit will take the form of learner logs, self-evaluation, peer-group evaluations, tutor observations, schedules, event plans, briefings and evaluation reports. Video evidence could also be used.

Evidence of knowledge and understanding can be generated through primary and secondary research projects, written assignments and other appropriate methods. This can be presented in various textual forms, eg written reports, accounts, charts, plans and oral forms, for example presentations, briefings, interviews, discussions, etc.

Learners must be involved in two small-scale events or one large-scale event. They must have a clearly-defined role within the events management team. Learners should take immediate action including redeployment of staff and resources as required during the monitoring exercise, and notes and variations of the event plan should be made for the event evaluation.

To gain a pass on grading criterion 1, learners could, for example, produce a hierarchical structure plan which would identify their team roles but with no further explanation or a very limited explanation. Merit learners will, however, produce a well-structured hierarchical diagram with notes explaining team roles and how they interlink. Distinction learners will extend this further by reflecting on the roles and how they interlink, and explaining in detail their own role within the events plan and examining the key activities of other roles.

For P1, learners will produce an event plan which is simply copied from the team meetings and the reflective diary will be very brief. However, merit learners' reflective diaries will be detailed and distinction learners' diaries will be descriptive and use relevant examples, possibly using information gleaned from guest lecturers and field visits.

For a pass the tutor feedback evidence for P1 may suggest that learners' input throughout the process has been limited and possibly suggest that they have needed more guidance and support than other learners. Merit learners will be working with a degree of independence and distinction learners will be working autonomously and be actively engaged throughout the process.

For P2, P3, P4 and P5, learners will produce copies of minutes of meetings, copies of appropriate licences, insurances, etc but will give a very limited explanation as to the purpose or reasons why such documentation is valid. In meetings pass learners will need to be prompted and asked direct questions from the event manager/facilitator and will need guidance on how to proceed.

For M2, M3, M4 and M5, learners will supply appropriate documentation and their reflective diaries will give an account of the purpose and importance of such documentation. These learners will be active in team meetings and will give ideas and be instrumental in making things happen with minimum support and guidance from the event manager/facilitator.

For D2, D3, D4 and D5, learners will also supply appropriate documentation and give a detailed account of the purpose and importance of such documentation and will also give examples of what may or may not happen, if such documentation was not in place. These learners will be very active in team meetings, ensuring things happen making well-reasoned judgements on how and what to do next, and will be instrumental in ensuring the project happens and is successful.

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, P3, M3, D3, P4, M4, D4, P5, M5, D5	<i>We Will Rock You</i>	Working as an events management team, learners will plan and execute a rock/pop concert.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> • minutes of meetings • action plans • reflective diary with final evaluation • hierarchical structure diagram of team role • copy of pre-event task list and timetable • spreadsheet of costings • copy of contract • copy of training certificates and other health and safety documents • risk assessment • copies of insurance documentation • copy of contract • tutor feedback sheets and observation records.

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
Promoting a Performing Arts Event	Performing Arts Production Process	Theatre Front of House Operations
		Arts Administration
		Performing Arts Business
		Arts in the Community

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

Technical Theatre

- CPD4b – Overseeing technical production work for performance
- 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
- TP11 – Briefing others about techniques, items or equipment
- G6a – Providing leadership
- G11b – Developing and maintaining work relationships
- G15 – Setting targets and monitoring performance
- TP3.7 – Planning requirements for a production
- TP10c – Coordinate the rehearsal process
- TP9.1b – Provide resources to support the rehearsal technical aspects of a performance.

Essential resources

Primary research could be through access to local performing arts venues, event organisers and administrators, or through textbooks and tutor input where this is not possible. Learners will require access to a telephone, email and/or fax facility. The value of work experience cannot be over emphasised in this strongly practical unit.

Employer engagement and vocational contexts

Centres should develop links with local theatre companies, art workers, event managers, concert venues, event companies. Guest speakers from these types of companies could be invited to speak to learners and field visits arranged.

Skillset, the Sector Skills Council for the creative industries has a substantial section on their website dedicated to careers, including job descriptions.

Indicative reading for learners

Textbooks

Bowdin G, McDonnell I, Allen J and O'Toole W – *Events Management, 2nd Edition* (Butterworth-Heinemann, 2006) ISBN 9780750665339

Conway D – *The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event, 3rd Edition* (How To Books, 2009) ISBN 9781845283032

Craven R E and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning, 2nd Edition* (Alpha Books, 2006) ISBN 9781592574629

Harris G – *Essential Event Planning Kit, 4th edition* (Americas Group Publications, 2003) ISBN 9780935047363

Wolf P, Wolf J and Levine D – *Event Planning Made Easy: 7* (McGraw-Hill Professional, 2005) ISBN 9780071446532

Websites

www.samuelfrench-london.co.uk

Bookshop specialising in theatre textbooks and scripts

www.ukperformingarts.co.uk/management

Performing arts training and careers guidance

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 ...
Independent enquirers	attending team meetings to plan and organise an event planning and carrying out research, appreciating the consequences of their actions
Creative thinkers	attending meetings and asking relevant questions adapting ideas as circumstances change
Reflective learners	setting goals in team meetings, using smart targets
Team workers	working as part of a team working towards common goals reaching agreements in team meetings
Self-managers	planning an event working towards common goals, showing initiative, commitment and perseverance organising their time and resources, prioritising actions.
Effective participators	discussing issues of concern and seeking resolution in team meetings.

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	analysing and evaluating information when dealing with legislative documentation evaluating their progress continuously and preparing forward action plans
Creative thinkers	sharing their ideas and thoughts on how to progress with planning the event
Reflective learners	reviewing progress and acting on outcomes in team meetings
Team workers	working as part of a team providing constructive support and feedback to others
Self-managers	responding positively to change, seeking advice and support when needed
Effective participators	proposing practical ways forward in planning the event.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing a financial plan and cash flow forecasts for an event producing an event plan with associated costing
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching events companies and organisations when compiling an hierarchical structure diagram
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 	producing a financial plan and cash flow forecasts for an event producing an event plan with associated costing
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating through email preparing budget spreadsheets
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	projecting cash flow forecasts preparing budgets working out payment fees keeping accurate income and expenditure accounts
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning an event, attending meetings, sharing and presenting ideas through the production of reports, powerPoint and handouts evaluating work continuously
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching how to draft up a performing arts contract
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing a performers contract preparing press release preparing event publicity material.