



# Qualification Handbook

## BIIAB Level 2 Award for Music Promoters

500/7574/3

Version 2

<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
November 2017, Version 2	Updated handbook throughout to remove reference to “QCF”	Front page, header, Section 1, 5, 8, 13
	Updated RoC with TQT figures	Section 6

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## **1. About the BIIAB Level 2 Award for Music Promoters**

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 Award for Music Promoters	500/7574/3

## **2. Objective and Purpose of this Qualification**

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge related to running and promoting music events at level 2.

The primary purpose of the qualification is to progress to the next level of vocational learning by preparing for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards at this level as such the sub-purpose is to develop knowledge and/or skills in a subject area.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

### **3. About this Handbook**

This support pack has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 2 Award for Music Promoters Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Award for Music Promoters learners **must** gain a **total of 2** credits. This **must** consist of:

- **Minimum total** credit: **2**
- A **minimum of 2** credits **must** be achieved through the completion of units at **Level 2** and above.
- **GLH: 15**
- **TQT: 20**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
RRMP	K/600/4458	Roles and Responsibilities of a Music Promoter	2	2	15	Multiple-choice exam

## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+.



## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge related to running and promoting music events at level 2. The recommended progression route is to the BIIAB Level 3 Diploma in Management. It also will allow for a number of progression routes to into other areas of learning and employment.

Achievement of the qualification offers opportunities for progression, including:

- 601/3744/7 C00/0645/9 BIIAB Level 3 Diploma in Management
- 601/6776/2 BIIAB Level 4 Diploma in Management and Leadership

## 9. Assessment

### Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB, in conjunction with an expert panel, and a steering group. All BIIAB approved training centres and their assessment must adhere to the designed assessment strategy for this qualification. The qualification contains one knowledge unit, and this unit is externally set and marked by BIIAB. The examination comprises of 35 Multiple Choice questions. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- meet the assessment criteria
- achieve the learning outcomes.

### Assessment process

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document, available in the password protected area of CentreZone.

BIIAB will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as having sufficient knowledge
- Learners believe they are competent and that they have been misjudged

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **10. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

BIIAB provides the following additional resources for this qualification:

- Learner materials
- Tutor support material
- Externally set assessments

All of these resources are available to download for BIIAB approved training providers.

[www.biiab.org](http://www.biiab.org) has secure sections within the website where BIIAB approved centres can access materials, and all other documentation relevant to the qualification. Centres can access this information by logging into [www.biiab.org](http://www.biiab.org) and searching for the qualification underneath the Qualifications tab.

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available at [www.biiab.org](http://www.biiab.org).

## 12. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH). This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time undertaking assessments.

When planning how to deliver the qualification it is important to refer to these definitions.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be the unit title submitted to the Regulator.

### **Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. There are usually multiple assessment criteria for each Learning Outcome.

## 14. Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at [centrezon.bii.org](http://centrezon.bii.org).

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at [centrezon.bii.org](http://centrezon.bii.org).



## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification.

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Roles and Responsibilities of a Music Promoter</b> <b>RRMP</b> <b>2</b> <b>2</b> <b>15</b> <b>K/600/4458</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the different types of events and stakeholders	1.1 Identify the different categories of events
	1.2 Identify the key stakeholders to engage with and the benefits of early engagement with them
2 Understand the purpose of planning and project management	2.1 State the phases of event organisation and the areas to be considered at each stage
	2.2 Identify the benefits of using a SWOT and PEST analysis
	2.3 Identify the main advantages and disadvantages of project management
	2.4 Identify the benefits and limitations of using a Gantt chart
3 Understand the responsibilities and steps to be taken when assessing risks	3.1 Define what is meant by a risk assessment
	3.2 Outline who is responsible for assessing risks
	3.3 Outline the key steps for assessing risk
4 Understand key budget concepts and the key elements to be included in a contract	4.1 State the primary purpose of a budget
	4.2 Identify the different cost categories
	4.3 Identify the key elements of a binding contractual agreement
5 Understand key marketing concepts and the importance of having and evaluating marketing plans	5.1 Define what is meant by marketing
	5.2 Define the terms direct and indirect competition
	5.3 Identify customers wants, needs and expectations
	5.4 State the importance of identifying target customer groups
	5.5 Identify the elements of the marketing mix
	5.6 State the definition and advantages of the promotional mix
	5.7 State the importance of evaluating the impacts of marketing strategies and the methods which can be used

<b>Unit Title</b>	<b>Roles and Responsibilities of a Music Promoter</b>	
<b>BIIAB Reference</b>	<b>RRMP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>K/600/4458</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	5.8	Outline the various event ticketing strategies and state their advantages
6 Understand the responsibilities and risk surrounding noise levels	6.1	Define noise nuisance and outline the key considerations the local authority will take into account
	6.2	Outline the responsibility in terms of noise nuisance of employers, employees and self employed
	6.3	Identify the people most at risk from noise
	6.4	State the precautions which should be taken when working in an environment which has high levels of noise
7 Understand responsibilities and strategies for waste management at events	7.1	Outline the key responsibilities of event organisers in terms of waste management at events
	7.2	Outline strategies for waste reduction, recycling and re-useable materials
8 Understand good practice policies and procedures for transport management	8.1	Define the terms 'dump' and 'trickle'
	8.2	State good practice policies for public transport at large events
	8.3	State good practice procedures for ensuring there is sufficient vehicle access, parking, emergency access and pedestrian routes at an event
9 Understand the basic principles of the Licensing Act 2003	9.1	Outline the licensing objectives and licensable activities under the Licensing Act 2003
	9.2	Outline what personal and premises licences are
	9.3	Define what an operating schedule is, and what it should include
	9.4	State the role and duties of a designated premises supervisor
	9.5	State offences under the Licensing Act 2003
10 Understand the basic principles of a door policy	10.1	State the law in relation to refusing entry and drunkenness
	10.2	State good practice polices for asking for ID
	10.3	State good practice procedures for searching people and premises

<b>Unit Title</b>	<b>Roles and Responsibilities of a Music Promoter</b>	
<b>BIIAB Reference</b>	<b>RRMP</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>K/600/4458</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
11 Understand the different types of business and the basic financial responsibility of each	11.1	Outline the various types of business and the characteristics of each
	11.2	Identify when income tax, national insurance and VAT should be paid
	11.3	Outline the process for producing annual accounts
12 Understand the importance of the success of an event and the various evaluation methods which can be used	12.1	State the benefits of evaluating
	12.2	State the various research and evaluation methods which can be used

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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