



Qualification Guidance Document

BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector

Wales – C00/0712/4

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is C5094-03, C5095-03, C5096-03, C5097-03, C5098-03 and C5099-03.

Issue	Date	Details of change
2.0	June 2017	RoC – Addition of assessment methodology column

3.0	January 2018	Updated handbook throughout to remove reference to "QCF" – Front page, header, Section 1, 5, 8, 13
3.1	November 2023	Reformatted Qualification Guide into new branding
3.2	June 2025	Ofqual Regulation withdrawn. Qualification continues to be regulated by Qualifications in Wales.
3.3	August 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector								
Qualification Purpose	The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Qualifications Wales							
Assessment	> Portfolio of Evidence > Practical Demonstration/Assignment							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/06/2015							
Review Date	31/08/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	119 hours							
Total Qualification Time (TQT)	150 hours							
Credit Value	15							
BIIAB Qualifications Limited Sector	Creative, Cultural and Design							
Regulator Sector	09.2 Crafts, creative arts and design							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Qualifications Wales. The qualification has a unique Qualification Number (QN) 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.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector	C00/0712/4 (Wales)

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector

To achieve the BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector learners **must** gain a total of **15** credits. This **must** consist of:

- > Mandatory Group A **minimum** credit: **8**
- > Optional Groups **minimum** credit: **7 (barred units apply)**
 - > A **minimum** of **7** credits must be achieved from **ONE** of **6 optional pathways**:
 - > **Optional Group B: Community Arts**
Learners must achieve the Mandatory Unit plus a minimum of 2 credits from the Optional Units.

- > **Optional Group C: Cultural Venue Operations**
Learners must achieve the Mandatory Unit plus a minimum of 2 credits from the Optional Units.
- > **Optional Group D: Live Events**
Learners must achieve the Mandatory Unit plus a minimum of 3 credits from the Optional Units.
- > **Optional Group E: Music Business**
Learners must achieve a minimum of 5 credits from the Optional Music Business Units plus a minimum of 2 credits from the General Optional Units.
- > **Optional Group F: Costume and Wardrobe**
Learners must achieve the Mandatory Unit plus a minimum of 3 credits from the Optional Units taking account of the following barred combination: The unit 'Keep up to date with developments in the arts (R/601/7771)' is barred against the unit 'Principles of technical and production developments in the live arts (A/503/0259)'.
- > **Optional Group G: Technical Theatre**
Learners must achieve the Mandatory Unit plus a minimum of 4 credits from the Optional Units.

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

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 8				
Understand the Creative and Cultural Industry	D/503/0271 CCS9	3	4	23
Principles of personal responsibilities and how to develop and evaluate own performance at work	D/601/7644 CCS10	3	4	32
Optional Group B: Community Arts – Mandatory Unit				
Keep up to date with developments in the arts	R/601/7771 CCS11	3	6	48
Optional Group B: Community Arts – Optional Units				

Principles of project management	A/601/7652 CCS12	3	2	16
Principles of working with and supervising others in a business environment	H/601/7645 CCS13	3	3	24
Principles of customer service delivery	L/600/0659 CCS14	3	6	50
Optional Group C: Cultural Venue Operations – Mandatory Unit				
Principles of customer service delivery	L/600/0659 CCS14	3	6	50
Optional Group C: Cultural Venue Operations – Optional Units				
Principles of project management	A/601/7652 CCS12	3	2	16
Principles of working with and supervising others in a business environment	H/601/7645 CCS13	3	3	24
Optional Group D: Live Events – Mandatory Units				
Principles of budgets in a business environment	F/601/7653 CCS15	3	2	16
Understand the role of marketing and advertising in live events and promotion	K/601/6321 LEP31	3	2	16
Optional Group D: Live Events – Mandatory Units				
Principles of working with and supervising others in a business environment	H/601/7645 CCS13	3	3	24
Principles of project management	A/601/7652 CCS12	3	2	16
Keep up to date with developments in the arts	R/601/7771 CCS11	3	6	48
Optional Group E: Music Business – Optional Units				
Understand the production of promotional material for the music industry	J/601/6679 CCS16	3	3	18

Understand how artist agreements and contracts work	A/601/6663 CCS17	3	3	18
Understand record label identity and branding	J/601/6682 CCS18	3	3	18
Understanding the impact of emerging technology on the music industry	J/505/1308 CCS19	3	2	12
Optional Group E: Music Business – General Optional Units				
Principles of project management	A/601/7652 CCS12	3	2	16
Principles of working with and supervising others in a business environment	H/601/7645 CCS13	3	3	24
Optional Group F: Costume and Wardrobe – Mandatory Unit				
Principles of Planning Costumes for a Production	Y/503/0270 CCS20	3	4	21
Optional Group F: Costume and Wardrobe – Optional Units				
Principles of project management	A/601/7652 CCS12	3	2	16
Awareness of health and safety in the creative and cultural sector	J/601/6715 CCS6	2	2	14
Keep up to date with developments in the arts	*R/601/7771 CCS11	3	6	48
Principles of technical and production developments in the live arts	*A/503/0259 CCS8	2	3	18
Principles of working with and supervising others in a business environment	H/601/7645 CCS13	3	3	24

***These two units are barred against one another.**

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group G: Technical Theatre – Mandatory Unit				

Principles of technical and production developments in the live arts	A/503/0259 CCS8	2	3	18
Optional Group G: Technical Theatre – Optional Units				
Principles of project management	A/601/7652 CCS12	3	2	16
Awareness of health and safety in the creative and cultural sector	J/601/6715 CCS6	2	2	14
Principles of working with and supervising others in a business environment	H/601/7645 CCS13	3	3	24

Aim

This qualification will help learners to develop knowledge and understanding in the principles of the creative and cultural sector.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge and/or skills in a subject area.

This qualification is the knowledge component within the suite of creative and cultural sector apprenticeships at Level 3.

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 qualification's status, please contact BIIAB Qualifications Limited.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units

within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

The Assessment Strategy has been designed in conjunction with an expert panel, and a steering group. All Centres must adhere to the designed assessment strategy for this qualification.

The qualification contains knowledge units. BIIAB has developed Assessment Knowledge Modules (AKMs) for the following units:

CCS9	D/503/0271	Understand the Creative and Cultural Industry
CCS10	D/601/7644	Principles of personal responsibilities and how to develop and evaluate own performance at work

The AKMs are externally set and internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Centres must obtain approval for any Centre-Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessment of Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- > Professional discussion

- > Learner reflective accounts
- > Question and answer
- > Assignments and projects

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited 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.

BIIAB Qualifications Limited 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

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Assessment Knowledge Modules (AKMs) for assessing specific units
- > Assessor Guidance for assessing specific units
- > Evidence matrices for the units assessed through portfolio
- > Purpose statement
- > Learner Unit Achievement Checklists

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The qualification is designed to equip learners with the knowledge to work effectively in the Creative and Cultural Sector in a number of roles within one of the following areas: Community Arts and Cultural Venue Operations, Live Events, Music Business, Costume and Wardrobe or Technical Theatre. It also will allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > A Creative and Cultural Sector Intermediate Apprenticeship

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.



Language

This specification and associated assessment materials are in English only.

Unit Details

Understand the Creative and Cultural Industry		
Unit Reference	D/503/0271	
Level	3	
Credit Value	4	
Guided Learning (GL)	23	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the creative and cultural industry.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Understand the cultural, economic, political and social factors associated with working in the creative and cultural industry	1.1	Explain the cultural factors associated with working in the creative and cultural industry
	1.2	Explain the economic factors associated with working in the creative and cultural industry
	1.3	Explain the political factors associated with working in the creative and cultural industry
	1.4	Explain the social factors associated with working in the creative and cultural industry
2. Understand the issues relating to diversity and equality in the creative and cultural industry	2.1	Explain the impact of diversity and equal opportunities issues on the creative and cultural industry
	2.2	Evaluate the effectiveness of legislation in resolving diversity and equal opportunities issues
	2.3	Describe diversity and equality issues in the creative and cultural industry

3. Know the legal, ethical and environmental issues and constraints affecting the creative and cultural industry	3.1	Explain legal issues and constraints affecting the creative and cultural industry
	3.2	Explain ethical issues and constraints affecting the creative and cultural industry
	3.3	Explain environmental issues and constraints affecting the creative and cultural industry
4. Understand how enterprise and entrepreneurship relate to the creative and cultural industry	4.1	Explain the different forms of enterprise and entrepreneurship within the creative and cultural industry
	4.2	Explain the role of enterprise and entrepreneurship in contributing to the creative and cultural industry

Principles of personal responsibilities and how to develop and evaluate own performance at work

Unit Reference	D/601/7644	
Level	3	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of personal responsibilities and how to develop and evaluate own performance at work.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Understand the employment rights and responsibilities of the employee and employer and their purpose	1.1	Identify the main points of contracts of employment and their purpose
	1.2	Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation
	1.3	Identify where to find information on employment rights and responsibilities both internally and externally
	1.4	Explain the purpose and functions of representative bodies that support employees
	1.5	Explain employer and employee responsibilities for equality and diversity in a business environment
	1.6	Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2. Understand the purpose of health, safety and security	2.1	Explain employer and employee responsibilities for health, safety and security in a business environment

procedures in a business environment	2.2	Explain the purpose of following health, safety and security procedures in a business environment
3. Understand how to manage own work	3.1	Explain the reasons for planning and prioritising own work
	3.2	Identify ways of planning and prioritising own work
	3.3	Explain the purpose of keeping other people informed about progress
	3.4	Describe methods of dealing with pressure in a business environment
4. Understand how to evaluate and improve own performance in a business environment	4.1	Explain the purpose of continuously evaluating and improving own performance in a business environment
	4.2	Describe ways of evaluating and improving own performance in a business environment
	4.3	Explain the purpose of encouraging and accepting feedback from others
	4.4	Explain different types of career pathways and roles available
5. Understand the types of problems that may occur with own work and how to deal with them	5.1	Describe the types of problems that may occur with own work
	5.2	Explain ways of dealing with problems that may occur with own work
	5.3	Explain how and when to refer problems to relevant colleagues
6. Understand the decision-making process	6.1	Explain key stages in the decision-making process
	6.2	Explain the purpose of not exceeding own limits of authority in making decisions

Keep up to date with developments in the arts

Unit Reference	R/601/7771	
Level	3	
Credit Value	6	
Guided Learning (GL)	48	
Unit Summary	This unit will provide the learner with the knowledge and skills to research to keep up to date with developments in the arts, present clear and accurate information and develop networks.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand how to carry out research to keep up to date with developments in the arts	1.1	Explain the importance of keeping up to date with development in the arts
	1.2	Describe the types of information that need to be researched
	1.3	Critically compare different information sources that may be used to obtain information
	1.4	Explain how to select the most appropriate and reliable information sources and research methods
2. Understand how to present clear and accurate information	2.1	Explain who will need to see the outcomes of research
	2.2	Explain why it is important to systematically analyse information
	2.3	Describe different methods that can be used to collate and analyse both quantitative and qualitative information
	2.4	Describe different formats for reporting information

	2.5	Explain how to select the most appropriate format for reporting information
3. Understand how to develop networks	3.1	Explain the importance of building networks
	3.2	Evaluate opportunities to build personal contacts and form networks that provide information, support and resources
	3.3	Explain the importance of maintaining confidentiality
	3.4	Evaluate the ways own organisation networks with other organisations and how these could be improved
4. Be able to keep up to date with developments in own organisation and sector	4.1	Summarise trends and opportunities that affect demand and impact on particular projects
	4.2	Develop and use networks and contacts to gather information and identify opportunities that add value to own organisation in line with organisational guidelines
	4.3	Present outcomes of research to own organisation in an appropriate format

Principles of customer service delivery

Unit Reference	L/600/0659	
Level	3	
Credit Value	6	
Guided Learning (GL)	50	
Unit Summary	This unit will provide the learner with knowledge of the principles to deliver customer service expectations. This will include dealing with customers' problems/queries.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Describe the principles which impact on customer expectations	1.1	Identify the differences in working in a customer service role within different sectors
	1.2	Explain what is meant by customer expectations and how these are formed
	1.3	Describe how to balance the needs and expectations of the customer with those of the organisation
2. Identify how behaviour, communication and interpersonal skills affect customer expectations and satisfaction	2.1	Describe how the individual's and the customer's behaviours affect expectations
	2.2	Identify and use different methods of communication to meet a range of customer expectations
	2.3	Identify different types of non verbal communication and their impact
	2.4	Explain the interpersonal skills which can be used to achieve customer satisfaction
	2.5	Identify possible barriers to effective communication

3. Describe solutions to customer service problems and complaints within organisational constraints	3.1 Describe techniques for dealing with customer service problems or complaints 3.2 Describe the factors that need to be considered when finding a solution to a customer service problem 3.3 Identify solutions to customer problems and complaints 3.4 Explain why a complaint should be viewed in a positive manner 3.5 Describe how the use of record keeping systems help manage and support the customer service process
4. Explain how legislation affects the customer service process	4.1 Identify and explain how relevant legislation affects the customer service process 4.2 Identify and explain the relevant legislation relating to customer record keeping and its implications 4.3 Explain the importance of maintaining security and confidentiality of data 4.4 Define different forms of contracts and describe what makes a contract binding 4.5 Explain the purpose of codes of practice and describe their relationship to customer service

Principles of budgets in a business environment

Unit Reference	F/601/7653	
Level	3	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit will provide the learner with knowledge of budgets in a business environment.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand the purpose of budgets in a business environment	1.1	Explain the purpose of budgets for managing financial resources to meet business requirements
2. Understand how to develop budgets	2.1	Explain the purpose of agreeing the format in which a budget will be presented
	2.2	Explain the purpose of using estimations when developing a budget and ways of doing so
	2.3	Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so
	2.4	Describe the purpose of negotiating and agreeing a budget
3. Understand how to manage budgets	3.1	Explain the purpose of monitoring, controlling and recording income and expenditure
	3.2	Describe situations in which revisions to the budget and/or plans may be needed

Understand the role of marketing and advertising in live events and promotion		
Unit Reference	K/601/6321	
Level	3	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit will provide the learner with knowledge of the role of advertising and marketing and how this relates to the sector and particular organisation.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)	
The learner will	The learner can	
1. Understand the role of advertising and marketing	1.1	Describe key campaign production processes, including television, press, print, on-line and digital
	1.2	Describe key topics to be addressed within an advertising proposal
	1.3	Explain the importance of reach, frequency and impact in achieving advertising objectives, and the relative advantages and limitations in these respects of the main advertising media types
	1.4	Describe how to identify potential risks in relation to the achievement of objectives
	1.5	Explain the importance of consulting with colleagues and other stakeholders during the development of the proposals and how to do this effectively
	1.6	Explain how to develop measures and methods for monitoring and evaluating performance against the advertising strategy

2. Understand advertising and marketing in relation to the sector and particular organisation	2.1	Describe the market in which the organisation works, its products/services and two key market developments in the organisation's sector
	2.2	Describe the organisation's advertising objectives and strategy, and their fit within its overall marketing strategy
	2.3	Describe the organisation's target customer base (both internal and external) in terms of: > media habits > needs and expectations
	2.4	List at least two actual and potential competitors to the organisation, and describe the key features of their advertising strategies
	2.5	Describe the regulatory, ethical and code of practice requirements and their impact upon advertising practice in the organisation's sector

Understand the production of promotional material for the music industry		
Unit Reference	J/601/6679	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit will provide the learner with knowledge on the process of producing promotional materials.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)	
The learner will	The learner can	
1. Understand roles and responsibilities in the process of producing promotional materials	1.1	Describe how a promotions department operates
	1.2	Explain the integration of Radio and TV with on-line promotional opportunities
	1.3	Identify the key organisations that are involved in producing promotional materials and describe their roles and responsibilities in the process
2. Understand principles and processes for producing promotional materials	2.1	Identify the basic principles of good design for promotional materials
	2.2	Explain the purpose and content of a design brief for promotional materials, including: > Format > Content > Level of detail required
	2.3	Describe how the content of promotional materials should be presented, written and sequenced for different types of consumers, in order to maximise: > Impact > Interest > Visibility

	2.4	Identify the main sources of information during the production process and explain how confidential information should be handled
	2.5	Explain what is meant by 'an honest interpretation of the subject matter'
	2.6	Identify the different types of location sites that can be used for promotional materials and the suitability of each for different types of consumers
	2.7	Describe the factors that can affect the production of promotional materials and how these should be handled
3. Understand the legislative requirements for producing promotional materials	3.1	Describe the legislative requirements that must be adhered to in producing promotional materials

Understand how artist agreements and contracts work

Unit Reference	A/601/6663	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit will provide the learner with knowledge of how artists' agreements and contracts work and any issues relating to compliance, piracy and parallel imports.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand the principles and processes relating to artist agreements and contracts	1.1	Explain the terms 'commercial', 'contracts' and 'copyright'
	1.2	Explain the purpose that contracts serve within the music industry
	1.3	Explain how complex contracts are drafted and constructed
	1.4	Identify the type of information that should be contained within a contract
	1.5	Explain precedence, the purpose of standard form agreements, and the circumstances in which these should be used
2. Understand issues relating to compliance	2.1	Explain the 'All-in-Fee Agreement'
	2.2	Identify and explain the 'Music Industry Legal Directives'
	2.3	Describe the circumstances in which issues of compliance may emerge in relation to the: > The All-in-Fee Agreement > Music Industry Legal Directives

3. Understand issues relating to piracy and parallel imports	3.1	Explain the purpose, role and responsibilities of the BPI Audit Piracy Unit
	3.2	Explain how to recognise alleged cases of piracy and/or parallel imports, and how and when these should be reported to the BPI Audit Piracy Unit

Understand record label identity and branding

Unit Reference	J/601/6682	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit will provide the learner with knowledge of brand identity and characteristics and how industry trends affect consumer decision making.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.1)	
The learner will	The learner can	
1. Understand brand identity	1.1	Explain the importance of brand identity and its role in marketing products and services
	1.2	Explain the importance of having a brand strategy for an organisation's products and services and the factors that need to be considered
	1.3	Describe at least 3 issues to consider when: > Deciding whether or not to brand products and services > Selecting a brand name
2. Understand brand characteristics	2.1	Describe the main characteristics that make up a brand and the importance of ensuring that these are integrated
	2.2	Describe the types of product and service attributes that need to be considered when determining the possible benefits to consumers of products and services, including: > Quality > Features > Style

		> Design
3. Understand industry trends and consumer decision making	3.1	Analyse current and emerging trends in the record industry and sector
	3.2	Describe at least 3 factors that affect consumer decision making within the record industry and sector
4. Understand legal, regulatory and ethical requirements affecting the marketing of the organisation's products and services in the sector	4.1	Explain the legal, regulatory and ethical requirements affecting the marketing of products and services in the sector

Understanding the impact of emerging technology on the music industry

Unit Reference	J/505/1308	
Level	3	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	This unit will provide the learner with knowledge of the impact of emerging music technology on the music industry.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.1)	
The learner will	The learner can	
1. Understand different types of emerging music technology	1.1	Explain how and where to find information about the different types of emerging music technology
	1.2	Evaluate critically the different types of emerging music technology
2. Understand the impact of emerging music technology on the music industry	2.1	Explain the impact of different types of emerging music technology on the music industry in terms of: > Cost implications > Benefits to business > Benefits to the consumer > Potential risks
3. Understand the legal requirements of music downloading and online sales	3.1	Explain the current legal requirements relating to: > Music downloading > Online sales

Principles of Planning Costumes for a Production

Unit Reference	Y/503/0270	
Level	3	
Credit Value	4	
Guided Learning (GL)	21	
Unit Summary	This unit will provide the learner with the knowledge for planning costumes for a production.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Know health and safety considerations that affect costume planning	1.1	Identify the current regulations and health and safety considerations that must be followed when making costumes
	1.2	Describe how to ensure planned costume production will not breach regulations and health and safety considerations
2. Know the performer information required to plan costumes	2.1	Identify the type of information needed about the performer
	2.2	Explain how to obtain relevant information on the performer
	2.3	Explain how to take measurements
	2.4	Describe types of alterations that may be needed
	2.5	Describe the type of information that may be confidential
	2.6	Describe how to handle confidential information
3. Know costume planning methods	3.1	Explain how to estimate what time and resources may be needed to get costumes ready for performances

	3.2	Describe what communication needs to take place with other departments when planning costumes
	3.3	Describe what activities need to be co-ordinated with other departments when planning costumes
	3.4	Explain how to use production information to create a long-term schedule for costume production

Principles of technical and production developments in the live arts

Unit Reference	A/503/0259	
Level	2	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	This unit will provide the learner with knowledge of current and historical trends of live acts and materials and technology used in the live arts.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Know current and historical trends in the live arts	1.1	Describe the culture and history of technical and production developments in the live arts
	1.2	Describe the changing impact of cultural and historical trends on contemporary practice
	1.3	Identify current trends and opportunities in the sector
2. Know materials and technology used in the live arts	2.1	Describe the properties and availability of materials used in the live arts
	2.2	Describe the capabilities and features of existing technologies used in the live arts
	2.3	Describe the benefits and limitations of existing technologies used in the live arts
3. Know how materials, technology and processes are used in the live arts	3.1	Describe how materials and technology are used in the live arts
	3.2	Describe the limitations of different materials, technology and processes used in the live arts

	3.3	Describe the effects of combining different materials, technologies and processes in the live arts
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Principles of project management

Unit Reference	A/601/7652	
Level	3	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit will provide the learner with knowledge of project management, from preparing to evaluating a project.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Know the difference between routine work and taking part in a project	1.1	Describe the difference between routine work and taking part in a project
2. Understand how to prepare for and plan a project	2.1	Explain why it is important to agree purpose, scope, timescale, resource requirements, budget, aims and objectives of a project
	2.2	Describe how to identify and plan for project issues and risks in an area of work
3. Understand how to monitor a project	3.1	Identify methods that can be used to monitor the progress of a project
	3.2	Explain the purpose of reporting progress during a project
	3.3	Explain the purpose of meeting agreed targets within a project
4. Understand the purpose of evaluating a project and ways of doing so	4.1	Explain the purpose of evaluating a project
	4.2	Identify ways of evaluating a project

Principles of working with and supervising others in a business environment		
Unit Reference	H/601/7645	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will provide the learner with knowledge of working with and supervising others in a team.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Understand the purpose of working with others in a team	1.1	Describe how team working can help to achieve goals and objectives
	1.2	Explain the purpose of sharing work goals and plans when working in a team
2. Understand how to behave in a way that supports positive working with others	2.1	Explain the purpose of agreeing and setting standards for own work and the work of a team
	2.2	Identify how to allocate work to a team so the best use is made of strengths and abilities
	2.3	Explain the purpose of treating others with honesty and consideration
3. Understand the purpose and methods of communicating effectively with others in a team	3.1	Explain the purpose of effective communication with other people in a team
	3.2	Compare different methods of communication within and to teams and when to use them
	3.3	Explain the purpose of encouraging contributions from others

4. Understand how to assess own work and the work of a team	4.1	Explain the purpose of assessing own work and the work of a team
	4.2	Describe ways of assessing own work and the work of a team
	4.3	Explain the purpose of giving and receiving constructive feedback
	4.4	Describe ways of giving and receiving constructive feedback

Awareness of health and safety in the creative and cultural sector

Unit Reference	J/601/6715	
Level	2	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	This unit will provide the learner with knowledge of relevant health and safety regulations in the creative cultural sector and be able to comply with these.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Understand the relevant health and safety regulations in the Creative and Cultural sector	1.1	Identify key elements of health and safety regulations, relevant to working in the Creative and Cultural sector
	1.2	Outline safe working practices in the Creative and Cultural sector
	1.3	Identify the main employer responsibilities under the Health and Safety at Work Act
2. Be able to comply with relevant health and safety procedures	2.1	Outline the differences between hazards and risks
	2.2	Carry out a risk assessment
	2.3	Report identified hazards and risks to the appropriate parties

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.



BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.