

**Music Practitioner’s Qualification**

**Unit 347 - Getting Work in the Music Industry**



**Credit Value:** 15 Credits

**Assessed criteria:** Fail, Pass, Merit & Distinction

**Lead Assessor:** Dean Ormsby

**Internal Verifier**: Paul Clifford

**Start Date**: Monday 6th January 2020

**Initial Deadline**: Monday 9th March 2020

**Final Deadline**: Monday 4th May 2020

*FINAL SUBMISSION WILL INCLUDE A PRINTED HARD COPY OF THE COMPLETED BOOKLET*

**Context:**

The traditional models and income streams within the music industry are changing and so therefore are the ways people within the supply chain are working. Developing a portfolio of skills into services can provide a more sustainable income stream and spread the risk across a range of employers, contracts, projects and partnerships. Practitioners are creating broad portfolios of work that enable them to maintain their own creative enterprise alongside project based work and other consultancy services.

Practitioners need to fully understand their own skills and how they can be packaged and offered to third parties as consultants or suppliers into their projects. The skills and knowledge they can also ‘sell’ will allow them to be more sustainable while they invest time into their own creative work.

**Aims:**

This unit will enable learners to develop the skills and strategies for generating work and income within the UK music industry. Learners will analyse and evaluate the different requirements and methods for generating work and income as a self employed supplier as well as a creative enterprise. The learner will develop materials to promote themselves and understand how to communicate effectively in business to business (B2B) context.

This unit encourages learners to explore their area of interest and cross-reference this with their own skill set. From here learners can evaluate their readiness for portfolio based careers and identify any development needs or extra skills development they may need to undertake.

**Assessment Criteria - Assignments:**

Create a portfolio of work examining different roles within the music industry focussing on career progression and understanding strategies for generating sustainable income. A work pack will be completed examine key aspects and areas of the industry, to act as a career development unit. Tasks will focus on?

|  |  |  |
| --- | --- | --- |
| **No.** | **Name** | **Description** |
| **1** | Jobs Within the Industry | Case studies created focussing on three different roles within the industry. Students will have a choice of roles or pick their own making links to their own career ambitions. Case studies will examine roles of the different jobs and link to their own skill set and experiences. |
| **2** | Generating Revenue | Students will examine their identified roles and consider the job in terms of how it generates revenue, both as an individual and for the industry itself. Students will devise and explain personal strategies to generate revenue. |
| **3** | Career Portfolio | Students will create a portfolio to evaluate their learning by linking the demands and expectations of the job roles to their own skills and expertise. Students will be encourage to demonstrate this through the creation of a cover letter and CV applying for a role. This will complete their work pack for the unit. |

**Assessment Criteria:**

The learner can:

1.1 Evaluate three areas of work in the music industry relevant to their own personal objectives. Assess the specialist and employability skills and related materials, which may be required to promote themselves for work in those areas.

1.2 Devise and explain personal strategies to generate revenue from each area of work identified in 1.1 and how they may be combined or used independently, to produce a sustainable income.

1.3 Evaluate the learning in 1.1 and 1.2 by assembling a portfolio that focuses on the expectations of the potential areas of work identified in 1.2 (this may be self- employment), creating a range of materials e.g. a CV, a business proposal, and a pitch to a given brief etc., appropriate to each area.

**Grading Criteria:**

**Unclassified**

A learner not on course to achieve this unit might evidence a significant number of the following:

1. Little or no understanding of potential work opportunity identified as being of relevance to their personal objectives. Personal objectives are undefined, or unrefined. Little or no understanding of the specialist and employability skills relevant to each area. Little or no understanding of the types of material relevant to promoting themselves for work in these areas.
2. Little or no understanding of the principles behind generating revenue from each area of work. Little or no understanding of how to devise personal strategies for the generation of income. Little or no ability to plan, prioritise and combine work opportunities. Little or no understanding of the principles relevant to sustaining a viable portfolio career.
3. The portfolio of materials is not justifiable as relevant to obtaining work in the chosen areas. There may be significant omissions.

**Pass**

To achieve a pass, all learners must:

1. Evidence an understanding of three areas of music industry work identified as being of relevance to their personal objectives. There must be evidence of an understanding of the specialist and employability skills relevant to each area and of an appreciation of the types of material relevant to promoting themselves for work in these areas.
2. Understand the principles behind generating revenue from each area of work. The creation of personal strategies will evidence an ability to plan and prioritise in order to combine work opportunities relevant to sustaining a portfolio career.
3. Show an understanding of the expectations of each potential area of work by generating a portfolio of materials relevant to evidencing possession of key requirements for obtaining work in those areas.

**Merit**

To achieve a merit, learners should:

1. Evidence a thorough understanding of three areas of music industry work identified as being of relevance to their personal objectives. There will be clear, well defined evidence of an objective understanding of the specialist and employability skills relevant to each area and of a detailed, appreciation of the types of material relevant to promoting themselves for work in these areas.
2. Evidence a thorough understanding of the principles behind generating revenue from each area of work. The creation of well-defined, detailed personal strategies will evidence an ability to plan and prioritise confidently in order to combine work opportunities effectively, relevant to sustaining a varied portfolio career.
3. Evidence a thorough understanding of the expectations of each potential area of work by generating a well-structured portfolio of materials relevant to evidencing clearly and definitively the possession of key requirements for obtaining work in those areas.

**Distinction**

To achieve a distinction, learners should:

1. Evidence a comprehensive understanding of three areas of music industry work identified as being of relevance to their personal objectives. There will be expansive, clear, well-defined evidence of an objective understanding of the specialist and employability skills relevant to each area of work. There will be a detailed and perceptive appreciation of the types of material relevant to promoting themselves for work in these areas.
2. Evidence a comprehensive understanding of the principles behind generating revenue from each area of work. The creation of mature, well-defined, detailed personal strategies will evidence a steadfast ability to plan and prioritise clearly and confidently in order to combine work opportunities effectively, relevant to sustaining a viable and varied portfolio career.
3. Evidence a complete understanding of the expectations of each potential area of work by generating an expansive, well structured and well thought out portfolio of materials relevant to evidencing clearly, insightfully and definitively the possession of key requirements for obtaining work in those areas.