



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards  
of Competence**

**Events and Entertainment  
Technology**

**Level 2**

Hastings House West, Balmoral Gap, Christ Church, Barbados

Telephone: (246) 435-3096

Fax: (246) 429 2060

E-mail: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb)

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The Technical and Vocational Education and Training (TVET) Council  
Hastings House West  
Balmoral Gap  
Hastings  
Christ Church  
BARBADOS, W.I.  
Tel: (246) 435-3096  
Fax: (246) 429-2060  
Email: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb)                      Website: [www.tvetcouncil.com.bb](http://www.tvetcouncil.com.bb)

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### **Members of the Events and Entertainment Technology Working Group**

Mr. Stephen Brathwaite	-	IGM Lighting
Mr. Peter Lewis	-	Fieldtech Staging Solutions
Mr. Troy Roach	-	DL Smith Productions
Mrs. Sheena Mayers-Granville	-	Technical Writer, TVET Council

**Qualification Overview**

**NVQB**

**in**

**Events and Entertainment Technology**

**Level 2**

## **NVQB in Events and Entertainment Technology Level 2**

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### **Who is the qualification for?**

This unit is aimed at persons who have some experience in technical event production. Candidates should be familiar with the skills and technical requirements of the events and entertainment industry and the principles involved in the execution of aspects such as productions. Participants should be capable of setting up events with minimal supervision, dealing with emergency situations and liaising with clients, producers and talent.

Some units are likely to be assessed in conjunction with other mandatory and optional units as defined by the technical definition and assessment specifications of the industry.

### **Jobs within the occupational area**

Relevant occupations include:

- Event Coordinator
- Lighting Technician
- Sound Technician
- Stage Manager
- A/V Technician

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

### **Where could it be used?**

These competencies are for persons who are likely to be in roles where for example their duties include:

- Executing the technical aspects of a production
- Liaising with technical experts on aspects of a production

**A05802 – APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**  
**EVENTS AND ENTERTAINMENT TECHNOLOGY LEVEL 2**

To achieve the full qualification, candidates must complete all thirteen (13) mandatory units. Candidates can also take additional units, although these are not required to complete the qualification.

<b><u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u></b>	<b><u>CODE</u></b>
<b>1. Maintain a clean and safe work area</b>	<b>U59803</b>
1.1 Keep work area clean and tidy	
1.2 Maintain tools and equipment	
1.3 Monitor health and safety compliance	
<b>2. Give customers a positive image of yourself and your organization</b>	<b>U48203</b>
2.1 Establish rapport with customers	
2.2 Respond to customers	
2.3 Communicate information to customers	
<b>3. Develop and sustain productive working relationships</b>	<b>U56702</b>
3.1 Develop productive working relationships	
3.2 Sustain productive working relationships	
<b>4. Follow health, safety and security procedures in the entertainment and events industry</b>	<b>U31101</b>
4.1 Follow occupational health, safety and security procedures	
4.2 Deal with emergency situations	
4.3 Maintain safety standards	
4.4 Take steps to minimize the potential risk of workplace hazards	
4.5 Provide feedback on health, safety and security	
<b>5. Select, use and maintain hand and power tools</b>	<b>U30201</b>
5.1 Identify hand and power tools	
5.2 Select hand tools	
5.3 Use hand tools	
5.4 Select power tools	
5.5 Establish power/air supply to work location	
5.6 Use power tools	
5.7 Maintain hand and power tools	

## **NVQ in Events and Entertainment Technology Level 2 cont'd**

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### **Qualification Overview**

<b><u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u></b>	<b><u>CODE</u></b>
<b>6. Load in, set up and load out equipment</b>	<b>U90402</b>
6.1 Load and unload vehicles used within the entertainment industry	
6.2 Assemble the equipment at venue	
6.3 Plan and carry out the use of appropriate techniques for securing loads	
6.4 Prepare flying equipment and components for use during a live performance	
<b>7. Set up lighting and resolve common faults</b>	<b>U90502</b>
7.1 Plan and prepare lighting	
7.2 Rig and check lighting equipment	
7.3 Focus lighting	
7.4 Patch lighting equipment and accessories	
7.5 Clean and store equipment	
<b>8. Operate lighting control systems and follow spot</b>	<b>U90602</b>
8.1 Operate lighting control systems	
8.2 Operate a follow spot for a live performance	
<b>9. Set up and operate sound system</b>	<b>U90702</b>
9.1 Check sound equipment and rigging	
9.2 Rig and power up equipment	
9.3 Provide amplified sound	
9.4 Provide sound for contributors and audiences	
9.5 Operate sound for a live performance	
<b>10. Prepare stage sets</b>	<b>U90802</b>
10.1 Prepare props for each performance	
10.2 Pre-set the stage and position scenic components during a performance	
<b>11. Contribute to the running of a live performance</b>	<b>U90902</b>
11.1 Prepare and support the rehearsal process	
11.2 Contribute to the technical production work for a performance/event	
<b>12. Prepare and operate special effects for a live performance</b>	<b>U91002</b>
12.1 Prepare special effects	
12.2 Operate special effects	

## **NVQ in Events and Entertainment Technology Level 2 cont'd**

### **Qualification Overview**

#### **MANDATORY UNITS (ALL MUST BE COMPLETED)**

**CODE**

#### **13. Participate in workplace communications**

**U53802**

- 13.1 Gather and convey workplace information
- 13.2 Participate in workplace meetings and discussions
- 13.3 Complete work related documents



**U59803****Maintain a clean and safe work area**

## Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain a clean and safe work area. This is an essential function within any organization and a culture of good housekeeping practices and proper maintenance of equipment and tools is encouraged.

Candidates are provided with training and monitoring for compliance with health and safety regulations.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                  |  |
|----------------------------------|--|
| 1. Keep work area clean and tidy | <ul style="list-style-type: none"> <li>1.1 Keep work area clean and free from <b>waste</b> and obstructions.</li> <li>1.2 Handle and dispose of waste safely and according to best industry practices.</li> <li>1.3 Carry out cleaning in accordance with procedures of the organization.</li> <li>1.4 Use appropriate cleaning equipment and methods to clean the work area.</li> <li>1.5 Clean equipment after use and store in a safe and secure manner.</li> </ul> |
| 2. Maintain tools and equipment  | <ul style="list-style-type: none"> <li>2.1 Check and service <b>tools and equipment</b> in accordance with manufacturers' guidelines and keep accurate, up to date records.</li> <li>2.2 Identify and report faults and problems with tools and equipment according to organizational procedures.</li> <li>2.3 Identify and corrective measures and confirm that these are implemented by relevant persons within the limits of own authority.</li> </ul>              |

- 2.4 Store **tools and equipment** safely and according to manufacturers' recommendations and organizational guidelines.
- 3. Monitor health and safety compliance
  - 3.1 Develop and document occupational health and safety policies and procedures which meet international regulatory requirements and obligations.
  - 3.2 Provide individuals with health and safety refresher training routinely to maintain currency with regulations.  
Provide individuals with **personal protective equipment (PPE)** for the work role and confirm that they are trained in its correct use.
  - 3.3 Monitor individuals to confirm adherence to health and safety requirements.
  - 3.4 Assess the workplace routinely for hazards and risks and implement corrective measures.

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**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Waste:**

- Physical
- Biological
- Chemical

**2. Tools and equipment:**

- Manual e.g. scissors, pinking shears, pattern notcher, serrated tracing wheel
- Mechanical e.g. rotary cutter, sewing machine

**3. Personal protective equipment (PPE)**

- Head protection e.g. eye shields, hair nets, ear plugs
- Body protection e.g. safety coats/jackets, overalls
- Footwear, e.g. safety shoes, shoe covers.

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What personal protective equipment is required for work role and how to use it correctly.
2. What methods are used for monitoring compliance with standards and how to action non-compliance.
3. Which cleaning equipment and methods are used within the work area.
4. How to safely clean and store equipment.
5. What are the disposal methods for various types of waste.
6. What are the procedures for dealing with various types of waste.
7. What are the manufacturers' guidelines for servicing and maintaining equipment and tools.
8. How to identify faults and problems with tools and to whom these should be reported.
9. What are the health and safety requirements of the organization.
10. How to identify corrective measures and which are within the limits of own authority.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U48203****Give customers a positive image of yourself and your organization**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required for communicating with customers, and for giving a positive impression of yourself, your organization and the customer service it provides.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                       |  |
|---------------------------------------|--|
| 1. Establish a rapport with customers | 1.1 Apply organizational standards for dress and comportment.<br><br>1.2 Greet customers in a respectful and friendly manner in accordance with organizational procedures.<br><br>1.3 Communicate with customers in a way that makes them feel valued and respected.<br><br>1.4 Identify and confirm customers' expectations.<br><br>1.5 Treat customers in a courteous and helpful manner at all times.<br><br>1.6 Inform customers continually of actions taken on their behalf and reassure them about the status of the situation.<br><br>1.7 Modify own behaviour to respond effectively to different customers' needs. |
| 2. Respond to customers               | 2.1 Respond promptly to customers seeking assistance.<br><br>2.2 Select the most suitable <b>method of communication</b> to communicate with customers   |

- 2.3 Consult with customers to confirm their expectations are fully understood
  - 2.4 Respond to customers' questions and comments in a timely and positive manner in accordance with organizational standards.
  - 2.5 Give customers time to consider your responses and provide further explanation as necessary.
- 3. Communicate information to customers
  - 3.1 Locate **information** quickly help customers.
  - 3.2 Provide customers with information about products and services offered by the organization as needed.
  - 3.3 Question customers to ensure that complicated information received is clear.
  - 3.4 Explain clearly to customers, reasons that needs or expectations cannot be met.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Communication methods:**

- Face to face discussions
- Telephone calls
- Emails

**2. Information:**

- Product and service details
- Contractual agreement terms



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What the organizational standards are for appearance and behaviour.
2. How to greet customers respectfully and in a friendly manner.
3. How to communicate with customers in a way that makes them feel valued and respected.
4. How to identify customer expectations.
5. How to respond appropriately to customers' needs.
6. How to keep customers informed and reassured.
7. How to respond promptly to customers seeking assistance.
8. What methods of communication are to be used.
9. How to check with customers so that you fully understand their expectations.
10. What the organizational timeliness are for responding to customers' questions and requests for information.
11. How to quickly locate information that will help your customers.
12. How to give customers the information they need about the services or products offered by the organization.
13. How to recognize information customers might find complicated and how to check that the information is understood.
14. How to recognize different customer behaviour and adapt your own to suit.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge, **on more than one (1) occasion**. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways, including through:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role playing/simulation

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or through a combination of the two methods. Where assessment occurs off the job, that is, candidates are not in productive work, an appropriate simulation in which the range of conditions reflects realistic workplace situations must be used. The competencies covered by this unit could be demonstrated by individuals working alone or as part of a team. The assessment environment should not disadvantage candidates.

Candidates must have access to all tools, equipment, materials and documentation required. Candidates must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used** except under circumstances in which natural work evidence is unlikely to occur.

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop and sustain productive and positive working relationships with colleagues within the organization.

## ELEMENT

## PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |    |  |  |
|----|--|--|
| 1. | Develop productive working relationships | 1.1 Establish productive and positive relationships with colleagues within the organization.   |
|    |  | 1.2 Acknowledge and respect roles, responsibilities, interests and concerns of colleagues.   |
|    |  | 1.3 Develop trust and mutual respect, particularly where you have no authority/shared authority over those with whom you are working.                        |
|    |  | 1.4 Deal with difficult situations and challenges are dealt with in a sensitive manner.  |
| 2. | Sustain productive working relationships | 2.1 Provide individuals with sufficient information to perform effectively.  |
|    |  | 2.2 Consult individuals in relation to key decisions and activities and take their views into account.   |
|    |  | 2.3 Fulfil agreements and inform colleagues informed.  |
|    |  | 2.4 Advise individuals promptly of any challenges encountered.   |
|    |  | 2.5 Identify and resolve <b>conflicts</b> of interest, values and disagreements in ways that minimize damage to performance and to the individuals involved. |

- 2.6 Monitor and review working relationships to identify areas for improvement.
- 2.7 Seek and provide **feedback** to improve the performance of those involved.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Conflicts of interest:**

- Undermining of:
  - persons' self-interests and values
  - professional interests and values
  - organizational interests and values

**2. Feedback:**

- Verbal
- Written

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the benefits of developing productive and positive working relationships.
2. What are the principles of effective communication and how to develop productive relationships.
3. Why it is important to create trust and mutual respect.
4. Why it is important to understand how to deal with difficult situations and issues.
5. How to identify and meet the needs of other persons.
6. What information is appropriate to provide to colleagues and the factors that need to be taken into consideration.
7. How to consult with colleagues in relation to key decisions and activities.
8. Why it is important to take account of, and be seen to take account of, the views of colleagues.
9. Why communication with colleagues on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
10. How to identify conflicts of interest and values with colleagues and the techniques that can be used to manage or remove them.
11. How to identify disagreements with colleagues and the techniques for resolving them.
12. What type of damage conflicts of interest and values and disagreements with colleagues can cause to individuals and organizations.
13. How to monitor and review working relationships.
14. How to obtain and make use of feedback from colleagues to improve own performance.
15. How to provide colleagues with feedback designed to improve their performance.
16. What are the mechanisms for consulting with colleagues on key decisions and activities.
17. What are your organization's planning and decision-making processes.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U31101 Follow health, safety and security procedures in the entertainment and events industry**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to follow health, safety and security procedures and applies to all individuals in the entertainment and events industry.

**ELEMENT**

**PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Follow occupational health, safety and security procedures | 1.1 Comply with <b>health, safety and security procedures</b> in accordance with organizational policies and safety plans.                     |
|   | 1.2 Identify and promptly report breaches of <b>health, safety and security procedures</b> to the appropriate parties.                         |
|   | 1.3 Undertake work activities in a safe manner that does not present a hazard to others.   |
| 2. Deal with emergency situations                             | 2.1 Identify potential emergency situations and determine and take the required action within the scope of individual responsibility.          |
|   | 2.2 Follow emergency procedures correctly in accordance with organizational policies and procedures.   |
|   | 2.3 Seek assistance promptly from colleagues and/or supervisors where appropriate.   |
|   | 2.4 Report details of emergency situations accurately in accordance with organizational policies and procedures.                               |
| 3. Maintain safety standards                                  | 3.1 Use appropriate safety clothing, footwear and relevant protective equipment to ensure the safety and health of self and others.            |
|   | 3.2 Take <b>appropriate measures</b> to prevent injury or impairment related to workplace activities and to control <b>workplace hazards</b> . |



- 3.3 Carry out safe handling and lifting to avoid back strain and other injuries.
  - 3.4 Maintain correct posture and consistently practice ergonomics in all work environments.
  - 3.5 Take appropriate actions that contribute to maintaining a safe and secure work environment.
  - 3.6 Confirm compliance with the health and safety standards of entertainment and event industry venues.
- 4. Take steps to minimise the potential risks of workplace hazards
  - 4.1 Identify the risks for persons exposed to workplace hazards and possible exposure to such risks.
  - 4.2 Evaluate and use appropriate protective devices safely according to organizational procedures.
  - 4.3 Use electronic measuring devices at entertainment and events industry venues to ensure appropriate levels are in accordance with **health, safety and security procedures.**
- 5. Provide feedback on health, safety and security
  - 5.1 Identify promptly health and safety issues requiring attention.
  - 5.2 Raise occupational safety and health issues with designated person in accordance with organizational and legislative requirements.

## **RANGE STATEMENT**

*All range statements must be assessed:*

### **1. Health, safety and security issues:**

- Emergency, fire accident
- Hazard identification control
- Adopting correct posture
- Lifting and handling
- Security of documents, cash, equipment, persons
- Key control systems
- Safe use of equipment
- Safe use of chemicals and toxic substances
- Safe construction of rigs and support
- Safe sensory levels
- Dealing with difficult customers

### **2. Appropriate measures:**

- Following safety procedures
- Adopting correct measures
- Taking adequate rest breaks
- Controlling noise /sound levels and length of exposure to high levels of noise
- Using personal protective equipment
- Avoiding eye strain
- Correct use of chemical and dangerous substances and equipment
- Stress management techniques

### **3. Workplace hazards:**

- Occupational overuse injury
- Back injury
- Hearing impairment
- Stress
- Electricity
- Noise/sound level
- Adverse weather/lighting conditions

## **UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the major safety requirements for the locations in which work is carried out.
2. What are the major hazards that exist in the workplace.
3. What are the major evacuation procedures.
4. What symbols are used for occupational health and safety.
5. Who are the designated personnel responsible for occupational health and safety.
6. How to use the correct posture to avoid strain or injury.
7. What are the relevant industry safety guidelines.
8. What are the relevant industry national occupational health and safety legislation and codes of practice.
9. What are fire hazards and workplace fire hazard minimization procedures.
10. How to complete safety reports.
11. Why it is important to follow health, safety and security procedures in the entertainment and events technology industry and how to do so.
12. What are the major causes of workplace accidents and how to identify them.
13. How to identify and deal with security risks in the work environment.

## **EVIDENCE GUIDE**

*For assessment purposes:*

### **(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from real work in the entertainment and events technology industry.

### **(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### **(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U30201

## Select, use and maintain hand and power tools

This unit deals with the knowledge, skills and attitudes required to select, use and maintain appropriate hand and power tools in the completion of work.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                  |   |
|----------------------------------|---|
| 1. Identify hand and power tools | 1.1 Identify work operations requiring the use of <b>hand and power tools</b> .   |
|                                  | 1.2 Identify types of <b>hand and power tools</b> and their functions.  |
|                                  | 1.3 Identify sources of and access to power supply.   |
| 2. Select hand tools             | 2.1 Select, correctly fit and use appropriate <b>personal protective equipment</b> .  |
|                                  | 2.2 Select <b>hand tools</b> consistent with needs of the job.  |
|                                  | 2.3 Check tools for serviceability and safety and report any faults to appropriate personnel.                                     |
|                                  | 2.4 Select equipment to hold or support material for hand tools application where applicable.                                     |
| 3. Use hand tools                | 3.1 Identify and adhere to <b>occupational health and safety</b> requirements for using <b>hand tools</b> during work operations. |
|                                  | 3.2 Use <b>hand tools</b> to produce the desired outcomes to job specifications.  |
|                                  | 3.3 Locate and hold material in position for hand tool application.   |
|                                  | 3.4 Observe workplace health and safety requirements, including personal protection needs throughout the work.                    |

- 3.5 Repair damages and faults arising from immediate use within own area of responsibility or mark for repair according to workplace **procedures**.
- 3.6 Clean and store **hand tools** safely in the appropriate location according to organizational guidelines and manufacturer's recommendations.
- 3.7 Clean work area, remove and correctly dispose of waste.
- 4. Select power tools
  - 4.1 Identify and adhere to **occupational health and safety** requirements for using power tools.
  - 4.2 Select, correctly fit and use appropriate **personal protective equipment**.
  - 4.3 Select **power tools** and leads/hoses consistent with the needs of the job in accordance with conventional work practices.
  - 4.4 Check **power tools** and leads/hoses visually for serviceability/safety in accordance with OH&S requirements and report any faults to the appropriate personnel.
  - 4.5 Select equipment to hold or support materials for power tools application where applicable.
- 5. Establish power/air supply to work location
  - 5.1 Identify routes for safe placement of leads/hoses and ensure they are clear of all hazards.
  - 5.2 Run out electric power leads to power supply and support overhead to be clear of traffic; or cover up if presenting a possible trip hazard.
  - 5.3 Connect electric power leads to supply and power board or directly to **power tools**.
  - 5.4 Run out air hoses to compressed air supply and cover if presenting a possible trip hazard.
  - 5.5 Connect hoses to **power tools** and air supply in accordance with manufacturer's specifications.

- 6. Use power tools
  - 6.1 Use **power tools** following a determined sequence of operations to produce the desired outcomes.
  - 6.2 Observe workplace health and safety requirements, including personal protective needs throughout the work.
  - 6.3 Identify unsafe or faulty tools and mark for repair according to standard workshop procedures and manufacturer's recommendations.
  - 6.4 Clean and safely store **power tools** in an appropriate location according to standard workshop procedures and manufacturer's recommendations.
  - 6.5 Clean work area and remove and dispose of all waste correctly according to workplace procedures.
  
- 7. Maintain hand and power tools
  - 7.1 Identify **maintenance** procedures.
  - 7.2 Perform routine maintenance of hand **and power tools** in accordance with organisational guidelines and manufacturer's specifications.
  - 7.3 Document and report repair needs to appropriate personnel.
  - 7.4 Store **hand and power tools** safely under conditions recommended by the manufacturers.
  - 7.5 Complete documentation in accordance with organisational procedures.

**RANGE STATEMENT**

*All range items must be assessed:*

**1. Hand tools:**

- Torch
- Staple gun
- Adjustable wrench
- Knife
- Brooms and mops
- Wire stripper
- Chisel
- Saw
- Scissors
- Hammer
- Measuring tape
- Pliers
- Sealant gun
- Spirit level, straight edge
- Screwdriver

**2. Power tools:**

- Table saw
- Sewing machine
- Iron
- Vacuum cleaner
- Drills
- Nail gun
- Stapler
- Screwdriver
- Sander
- Circular saw

**3. Occupational safety and health requirements:**

- Workshop/worksite safe working practices
- Use of tools and equipment
- Use of power tool
- Safe handling and storage of materials



**4. Workplace procedures:**

- Safety
- Process-specific procedures
- Use of materials
- Recycling
- Cost control
- Reporting

**5. Personal protective equipment:**

- Raincoat
- Overalls
- Boots
- Hard hat/cap
- Safety glasses/goggles
- Gloves
- Ear plugs/muffs
- Face masks/respirators

**6. Maintenance:**

- Painting
- Cleaning
- Sharpening
- Lubricating
- Repairing

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the workplace and equipment safety requirements.
2. How to use portable power tools.
3. How to use hand tools and equipment.
4. What are the different types of materials and how to use them.
5. How to handle materials whilst operating tools.
6. What are the workshop procedures.
7. What are the storage procedures.
8. What are the occupational health and safety requirements.
9. How to work safely to instructions.
10. How to apply appropriate hand-eye coordination in the use of tools.
11. How to handle/hold materials during the operation of tools.
12. How to select the appropriate tools for material usage.
13. How to communicate effectively.
14. How to interpret safety requirements.
15. How to maintain tools.
16. How to select tools correctly.
17. What are the basic electrical principles.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from real work in the entertainment and events technology industry.

Competence must be observed in the following aspects:

- compliance with occupational health and safety regulations applicable to workplace operations
- compliance with organisational policies and procedures including quality assurance requirements
- adopting and carrying out correct procedures prior to and during use of hand and power tools
- demonstration of the safe and effective operational use of tools and equipment
- ability to interactively communicate with others to ensure safe and effective operations

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U90402

## Load in, set up and load out equipment

Unit Descriptor:

The unit deals with the knowledge, skills and attitudes required to load in and load out equipment for an event. The candidate is required to work as a member of a team, follow instructions to prepare the area for loading in and loading out equipment. The candidate will be expected to lift, carry, set up, strike and load set and scenery and flying equipment efficiently and safely; and when the event has ended, dismantle components and pack up equipment for transportation.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |   |
|----|---|---|
| 1. | Load and unload vehicles used within entertainment industry | <ul style="list-style-type: none"> <li>1.1 Keep loading in and out area is clean, tidy and free from obstructions and hazards.</li> <li>1.2 Check deliveries to confirm that they are correct, discrepancies are identified and take appropriate action.</li> <li>1.3 Load vehicles appropriately ensuring safe transportation and prevention of instability and damage.</li> <li>1.4 Select and check appropriate handling equipment before use.</li> <li>1.5 Use manual handling techniques correctly.</li> <li>1.6 Move items to the correct <b>location</b> efficiently and effectively.</li> </ul> |
| 2. | Assemble equipment at venue                                 | <ul style="list-style-type: none"> <li>2.1 Load equipment safely and efficiently in and out of the venue.</li> <li>2.2 Interpret basic structural charts and plans (site information) accurately.</li> <li>2.3 Assemble and disassemble components according to requirements using the correct fixtures.</li> </ul>   |

- 2.4 Erect structures ensuring that they are level, plumb and stabilized.
    - 2.5 Lay and line up coverings according to design requirements.
    - 2.6 Secure joints between components and coverings.
  3. Plan and carry out the use of appropriate techniques for securing loads
    - 3.1 Establish safe working loads of lifting equipment and accessories
    - 3.2 Confirm that the loading capacity is adequate for the required load.
    - 3.5 Test load bearing components to ensure stability and safety.
    - 3.3 Use appropriate knots and rope work to secure loads.
    - 3.4 Prepare lifting equipment and accessories and assemble in line with procedures, method statements or codes of practice to contribute to safe and efficient working.
4. Prepare flying equipment and components for use during a live performance
  - 4.1 Check **flying components** for safety and carry out minor repairs to an agreed standard.
  - 4.2 Place **flying components** in the correct order for the performance.
  - 4.3 Carry out start and stop procedures to confirm that functions are in line with safe control and manufacturer's operating instructions.

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**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Flying components:**

- Soft hangings (legs, borders, cycloramas, masking, tabs etc.)
- Scenery (flats, doors, windows, legs, borders etc.)
- Lighting (truss, lanterns, practicals, special effects etc.)
- Sound (speakers etc.)
- Machinery and equipment (smoke machines, fog machines, lasers, vehicles etc)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to load in, breakdown, load out, transport and store equipment.
2. How to access and interpret information to determine the materials and equipment to be loaded in, transported or loaded out.
3. What are the procedures relating to the delivery and receipt of materials and equipment.
4. What are good housekeeping practices and the consequences of not carrying them out.
5. What is the necessary handling equipment, how to access and use it.
6. What defects may arise in lifting/handling equipment and what actions to take in response to them.
7. Why it is important to handle materials and equipment safely.
8. Where deliveries should be loaded in and loaded out.
9. What is the communication process within the organization and how to use it.
10. How to work effectively as a member of a team.
11. Why it is important to make sure that joints are safe and comply with health and safety requirements.
12. What coverings and fixtures are available and how to select them.
13. How to secure the coverings so that they do not move during use.
14. What methods and equipment are used to lift, lower, manoeuvre, cut, trim, grind and coil components.
15. What are the relevant and current regulations, environmental and health and safety considerations in the use of materials, processes and technology.
16. What protective clothing and equipment is required for different jobs.
17. Why load bearing sections should be tested before use and how to do so.
18. How to choose the appropriate fixtures, and fixing methods.
19. How to check the final security, stability and safety of the set.

20. What to look for when checking the condition of flying components and equipment and how to report faults and damage.
21. What are the starting procedures, post-stop check and shutting down procedures for the control system and equipment.
22. What are the strengths of knots commonly used to secure loads.
23. How to calculate safe working load (SWL), working load limit (WLL) and interpret load tables and loading conditions and establish load capacity.
24. Why accurate weight information should be provided to the venue and to any persons responsible for making rigging attachments.
25. How to work safely at heights including the correct application of safety equipment.
26. How to interpret basic structural charts and plans (site information).



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U90502

## Set up lighting and resolve common faults

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to set up, focus lighting and check control systems and accessories. The candidate will be required to work with others to safely set up or rig all necessary items and equipment in the correct position. The candidate will also need to focus the lighting according to plans and instructions, check that the lighting is functioning correctly and identify any problems that need to be addressed.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                  |     |   |
|----|----------------------------------|-----|---|
| 1. | Plan and prepare lighting        | 1.1 | Confirm overall lighting requirements with reference to <b>lighting documentation</b> in consultation with relevant production personnel. |
|    |                                  | 1.2 | Check <b>equipment</b> for availability and serviceability.   |
|    |                                  | 1.3 | Handle items of <b>equipment</b> that are not fit for use appropriately according to organizational requirements.                         |
|    |                                  | 1.4 | Prepare <b>equipment</b> and <b>accessories</b> according to the requirements of the lighting plan.                                       |
|    |                                  | 1.5 | Fit <b>accessories</b> to equipment in accordance with lighting plan.   |
| 2. | Rig and check lighting equipment | 2.1 | Organize <b>equipment</b> , colour and <b>accessories</b> to allow for efficient rigging.   |
|    |                                  | 2.2 | Identify and replace faulty <b>equipment</b> correctly according to organizational and manufacturer's requirements.                       |
|    |                                  | 2.3 | Assemble required lighting <b>equipment</b> and <b>accessories</b> on the lighting plan for the lighting rig.                             |

- 2.4 Rig lighting **equipment** and **accessories** safely and in a way that will make focusing efficient and effective.
    - 2.5 Label lighting **equipment** and **accessories** labeled according to the requirements of the lighting plan.
    - 2.6 Route, fix and tidy cables to minimize the risk of damage and becoming a hazard.
    - 2.7 Connect lighting **equipment** securely to safe electrical sources according to the requirements of the lighting plan.
    - 2.8 Test lighting **equipment** through the control circuits according to approved procedures, and report identified faults.
  3. Focus lighting
    - 3.1 Prepare work area with the necessary tools, consumables and **access equipment** to assist safe and efficient focusing of lighting.
    - 3.2 Use **access equipment** and tools safely following approved procedures.
    - 3.3 Adjust items of lighting **equipment** and accessories to achieve the lighting design requirements.
    - 3.4 Secure adjustments when the desired focus is achieved.
4. Patch lighting equipment and accessories
  - 4.1 Hard patch conventional units to the dimmer control circuits in accordance with the lighting plan.
  - 4.2 Programme soft patch at the lighting controller using the information provided.
5. Clean and store equipment
  - 5.1 Leave work area free of debris with lines and stow remaining **equipment** safely in the appropriate locations.

- 5.2 Pack **equipment** and consumables into the correct containers after use, using sufficient and suitable packaging to minimize the risk of damage.
- 5.3 Store unused colours under conditions that will maintain their quality.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Lighting documentation:**

- Venue specifications, layouts
- Equipment instructions and/or manufacturer instructions and specifications
- Lighting plan and plot
- Patch sheet
- Production schedule
- Venue procedures
- Set design

**2. Equipment:**

- Follow spot
- Conventional units
- Digital moving lights (intelligent lights)
- Architectural fixtures
- Special effects units, e.g.: electrical/electronic props, strobes, mirror balls and motors, ultraviolet light, effects projectors

**3. Accessories:**

- Gobos
- Lenses
- Light controls e.g. barn doors, shutters
- Safety cables
- Colour media

**4. Access equipment:**

- Motorized lifts
- Ladders
- Scaffolding

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the health and safety requirements and codes of practice concerning the setting up and installation of lighting equipment and accessories.
2. How to use access equipment and health and safety requirements when working at heights.
3. What are the correct procedures and techniques for safe manual handling, lifting and lowering.
4. Why it is important to leave the work area safe and tidy and how to do so.
5. How to work effectively as a member of a team.
6. How to make and check an inventory of equipment and consumables
7. How to test equipment in advance of a set-up and why it is important to do so.
8. What are the basic principles of earthing, earth bonds and supplementary bonds etc.
9. How to pack equipment and consumables safely and securely.
10. How to accurately prepare equipment and accessories according to the requirements of the lighting plan.
11. What is the compatibility between different manufacturers' ranges.
12. What is subtractive colour mixing.
13. What are the different types of frames and changers and how to prepare colour for these.
14. Why colour, filters and accessories should be labelled correctly and clearly.
15. What are the conditions under which unused colour should be stored.
16. How to organize and prepare colour and accessories for efficient rigging and how to do so.
17. Why it is important to accurately prepare the list of accessories according to the requirements of the lighting plan and how to do so.
18. What are the different types of filters, frames and changers.
19. What are the principles behind data driven devices and control protocols
20. How to determine the correct cable type, connector and line termination.

21. Why and how to avoid light leaks.
22. How to connect lighting equipment in different environments, including the use of correct size cables and plugs for the load.
23. How to connect lighting equipment according to the requirements of the lighting plan and the use of 'hard patches' and 'soft patches'.
24. What are the correct practices regarding single and three phase electrical supplies.
25. What faults are likely to occur once the equipment is connected to control circuits.
26. How to correctly test temporary electrical supplies and assess their suitability.
27. Why it is important to test lighting equipment prior to flying and how to do so safely.
28. What are the basic principles of fault diagnosis and the procedures for dealing with faults.
29. What is the possibility of voltage drops and their possible effect on discharge light sources.
30. What are the capabilities and operation of the follow spot, including fault finding and first line maintenance.
31. Why correct counterbalance is important and how to achieve this.
32. What are the ranges of available colour, why it is important to match colour with other follow spots and how to do so.
33. Why it is important to prepare the area and the necessary tools and access equipment in advance of focusing.
34. How rigging impacts on focusing.
35. Which tools and access equipment are necessary to carry out focusing.
36. What position is correct and safe in relation to the equipment being focused.
37. How to carry out focusing so that it achieves the desired effect in terms of beam focus, colours and characteristics and use of accessories.
38. How to read and understand the requirements of a lighting plot or plan.
39. How to safely replace lamps and the importance of making sure equipment being worked on is isolated.
40. How to communicate accurately and clearly.
41. How to secure all final adjustments and the importance of doing so.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



## U90602

## Operate lighting control systems and follow spot

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to operate lighting equipment, stage electrics and effects so that they meet the requirements of the performance. The candidate is required to operate the lighting and to prepare lighting equipment and carry out the relevant pre- and post show checks.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                  |     |  |
|----|----------------------------------|-----|--|
| 1. | Operate lighting control systems | 1.1 | Conduct pre-performance checks according to the schedule.  |
|    |                                  | 1.2 | Complete repairs and replace consumables following approved procedures and schedule.   |
|    |                                  | 1.3 | Power up <b>equipment</b> in the correct order and in good time for the event.   |
|    |                                  | 1.4 | Label lighting states, cues and sub-masters correctly according to specifications.   |
|    |                                  | 1.5 | Provide lighting consistently throughout the <b>event</b> .  |
|    |                                  | 1.6 | Handles problems effectively using backup procedures where possible.   |
|    |                                  | 1.7 | Conduct operations without disrupting the performance.   |
|    |                                  | 1.8 | Power down equipment in the correct order and secure after use.  |
|    |                                  | 1.9 | Identify equipment that is unsafe or not working correctly and label for replacement and repair following the approved procedures. |

2. Operate a follow spot for a live performance
  - 2.1 Assume the position to operate the follow spot that allows the required control and continuity over the duration of the performance.
  - 2.2 Operate the follow spot smoothly and continuously according to cue, plot and direction.
  - 2.3 Handle problems effectively using backup procedures where possible.
  - 2.4 Conduct operations without disrupting the performance.

**RANGE STATEMENT**

*You must cover the items below:*

**1. Equipment:**

- Studio and location units
- Digital moving lights (intelligent lights)
- Architectural fixtures
- Lanterns
- Special effects units, e.g.: electrical/electronic props, strobes, mirror balls and motors, ultraviolet light, effects projectors

**2. Event:**

- Live performance
- Theatre productions
- Filmed events or performances

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What pre-performance checks must be conducted and how to do so
2. What is the correct order for powering up.
3. What are the relevant health and safety regulations relating to all aspects of working with electricity and electrical equipment.
4. How to operate the lighting desk and how to achieve the requirements listed.
5. What is the role of the operator during rehearsal.
6. How to achieve consistency in lighting.
7. What are the likely problems that may occur during performance and how to deal with these whilst minimizing disruption.
8. Why it is important to note problems that have occurred and find ways of avoiding these in future performances.
9. How to replace faulty light sources and the health and safety and handling requirements that must be followed, including the safe isolation of equipment.
10. What are the emergency procedures, especially for power cuts or fires.
11. How to correctly power down equipment.
12. How to make all equipment and consumables safe and secure and the importance of doing so.
13. How to identify faults and what are the correct procedures to follow to report or rectify them.
14. How to identify consumables in need of replacement and the correct procedures to follow.
15. How to operate a follow spot and achieve the requirements listed.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U90702

## Set up and operate sound system

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to set up rigs, position equipment and cables safely and to meet requirements of the project. The candidate will also be required to position microphones, ensuring that the suspension, mounting, stand and cables are mechanically sound and minimise the effect of any wind noise/interference.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                   |     |   |
|----|-----------------------------------|-----|---|
| 1. | Check sound equipment and rigging | 1.1 | Determine audio requirements by liaising with relevant personnel and accurately interpreting <b>documentation</b> .                                 |
|    |                                   | 1.2 | Take inventory of equipment accurately including hired-in equipment and resolve or report any discrepancies or issues.                              |
|    |                                   | 1.3 | Confirm that cables and mains supply meet requirements and the electrical performance related to their use.   |
|    |                                   | 1.4 | Check <b>equipment</b> which is inaccessible to ensure safety and correct working condition before rigging according to manufacturer's guidelines.  |
|    |                                   | 1.5 | Confirm that microphone placement and accessories are visually acceptable, mechanically sound and unlikely to transmit vibration to the microphone. |
|    |                                   | 1.6 | Handle <b>equipment</b> safely and securely and neatly coil and store cables.   |
|    |                                   | 1.7 | Remedy defects in equipment promptly, either by repair or replacement.  |
| 2. | Rig and power up equipment        | 2.1 | Position and interconnect <b>equipment</b> as instructed and pre-set controls.  |

- 2.2 Power-up correctly according to relevant procedures.
  - 2.3 Position and connect **equipment** and cables safely and securely to minimise induction and inconvenience.
  - 2.4 Place microphones at correct height and position to pick up the intended sound source, with support and cables positioned safely.
  - 2.5 Minimise wind noise effect.
  - 2.6 Label microphone, stand and cable are clearly where required.
  - 2.7 Confirm that set-up is visually acceptable and meets client or production requirements.
  - 2.8 Report rigging difficulties which cannot be resolved within the constraints of the production politely and promptly and suggest suitable solutions.
3. Provide amplified sound
  - 3.1 Provide required sound at a level which is sufficient for audibility, within safe limits.
  - 3.2 Arrange adequate stand-by equipment is
  - 3.3 Identify faults and defects in **equipment** accurately and promptly and correct or report to appropriate persons according to organisational procedures.
  - 3.4 Utilise system gain and equalisation and position microphones and loudspeakers to avoid audio howl round (feedback).
  - 3.5 Minimise the effect of room modes on the reproduced sound.
4. Provide sound for contributors and audiences
  - 4.1 Establish the requirements of the **contributor**.

- 4.2 Treat **performers** sensitively, and in a way that minimises disruption to their concentration.
- 4.3 Explain microphone usage clearly, when the **contributor** needs the information.
- 4.4 Position the loudspeaker close to performer while avoiding colouration and time delays.
- 4.5 Confirm that items of equipment for personal use are safe, clean, hygienic, visually acceptable, and suitable for the contributor.
- 5. Provide sound for a live performance
  - 5.1 Maintain regular communication with the production team to identify any changes that have implications on sound operation.
  - 5.2 Communicate changes to requirements to operators and confirm understanding and required action.
  - 5.4 Respond to cues consistently and correctly according to event specifications.
  - 5.5 Play back sound at correct level and duration according to venue and event specifications.
  - 5.6 Explain equipment fitting to the performers clearly and courteously.
  - 5.7 Position **equipment** safely, securely and accurately to provide optimum comfort and performance according to specifications.
  - 5.8 Seek advice of wardrobe, hair or make up specialists in dealing with fitting problems caused by a performer's clothing, hair or make up.
- 6. Power down and strike
  - 6.1 Power-down correctly according to relevant procedures.
  - 6.2 Re-set, de-rig and stow **equipment** safely and securely within required deadlines.



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**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Documentation:**

- Audio plots
- Design, director's and sound specifications
- Manufacturer specifications
- Occupational health and safety requirements
- Performers' requirements
- Production and venue requirements
- Stage plans

**2. Equipment:**

- Amplifiers
- Playback sources
- Speakers
- Mixing consoles
- Microphones
- Signal processors

**3. Contributor:**

- Performer
- Audience

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the acoustic principles and how to apply them.
2. What are the characteristics of microphones including: directivity pattern, polarity, robustness, sensitivity to moisture, handling noise; their implications, and how to optimize microphone placement.
3. How to use windshields and what are their characteristics.
4. What are the common connector types and their pin configuration.
5. What are the intended sound sources and where they will be located.
6. What are the different equipment suspension and flying techniques and any relevant regulations.
7. How to perform safety check procedures for operated equipment, including portable appliance testing.
8. How to label the rig correctly where required.
9. How to interconnect equipment correctly and safely and what are the safety aspects of cable routing.
10. What are the indicators of faults, malfunctions and failures in systems and equipment and how to control and contain them.
11. How to identify and remedy common defects, with minimum disruption to the performance, and to whom defects should be reported.
12. What are the safety regulations, methods and procedures that apply to de-rigging, storing and if applicable, transportation; and how to make working environments safe after work is completed.
13. What electrical safety regulations apply to setting up and operating sound systems.
14. What weather protective ancillaries are required and how to use them.
15. How to determine the expectations of clients or producers.
16. How to explain the use of microphones to non-technical people.
17. What are the different types of mixers and amplifiers and the criteria for their use.
18. How to achieve the required sound mix.
19. How to optimize the use of the microphone, amplifier and loudspeaker for the required sound.
20. What are the advantages and disadvantages of active and passive splitters.
21. What are the requirements of the relevant safety legislation and procedures and how they may affect the provision of sound.
22. What are the techniques used with multi-speaker and point source systems.
23. How to utilize matrix and routing systems.

24. What are the implications of using howl round suppression devices and noise gates.
25. How to use signal processing.
26. What are the procedures for reporting faults and difficulties.
27. How to explain faults and propose solutions clearly.
28. How to check and maintain the cleanliness and hygiene of personal equipment items.
29. What particular sensitivities the contributor may have to wearing headphones or earpieces and how to adapt the use of equipment to overcome them.
30. How to recognize faults, failures and breakdowns and what remedial action to take, particularly for howl round or spill from headphones
31. What are the equipment cleaning standards and procedures and what materials to use.
32. What are the requirements of safety legislation and procedures and how to meet them in the context of providing live sound to performers.
33. What safety features are typically built in to headphones and in-ear monitors.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U90802 Prepare stage sets

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to pre-set the stage prior to the performance and position scenery components during the performance. The candidate will also need to prepare props for each performance.

ELEMENT	PERFORMANCE CRITERIA
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*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Prepare props for each performance                           | 1.1 Obtain the required <b>props and equipment</b> .<br>1.2 Allocate adequate time for the maintenance of props between performances.<br>1.3 Confirm an adequate supply of consumables for the production.   |
| 2. Pre-set the stage and position components during performance | 2.1 Clean floor, disposing of all unwanted debris as instructed.<br>2.2 Mark stage is marked.<br>2.3 Prepare and place <b>props and equipment</b> for each performance according to the preset lists.<br>2.4 Pre-set <b>scenic components</b> set as required.<br>2.5 Conduct specified checks, ensuring that items in unsuitable condition are repaired, replaced or reported to the appropriate person.<br>2.6 Position scenic components in the correct dead positions smoothly and safely and without reverse movement.<br>2.7 Check headsets to ensure adequate communication.<br>2.8 Confirm clearance at stage entrances and exits. |

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**RANGE STATEMENT**

*You must cover the items below:*

**1. Props and equipment:**

- Personal props
- Furniture and other set props
- On stage effects
- Headset equipment

**2. Scenic components:**

- Non-weight bearing scenery, e.g. columns, trees
- Soft scenery, e.g. canvas legs, borders, cloths
- Weight bearing scenery, e.g. rostra, ramps, steps
- Framed scenery, e.g. flats, profiles, doors, windows

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to clean the floor correctly and the importance of doing so.
2. How to correctly dispose of unwanted debris.
3. How to access the running order of the performance.
4. How to use single and double purchase flying systems.
5. What pre-performance checks need to be carried out and why.
6. Whom to report problems that are outside your area of responsibility.
7. What is a cue procedure and how it should be followed.
8. How to establish the correct dead positions for the scenic components.
9. Why components must be moved smoothly and without reverse movement.
10. What are the dangers of moving scenic components.
11. What are safe handling and lifting techniques.
12. How to liaise promptly and effectively with members from other departments.
13. What security arrangements are in place.
14. What are the required contents of a props maintenance box, e.g., cleaning equipment, tools, etc.
15. What are the characteristics and requirements of various tools, including power tools, saws, etc.
16. How props work, and how to instruct artistes and crew to use them effectively and safely.
17. Which props may need to be replaced for performances, e.g., consumables, drinks, candles, etc.
18. Which props, equipment, or other items may need to be concealed and how to camouflage them.
19. How to ensure that the venue is secure and that all props are safely stored.
20. What health and safety regulations may apply, and when to enforce them.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.



## U90902

## Contribute to the running of a live performance

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to contribute to the smooth running of rehearsals and a live performance. The candidate will need to collaborate effectively with others to overcome any difficulties and deliver a successful production.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare and support the rehearsal process                     | 1.1 Read and interpret script considering props, furniture and backstage requirements.  |
|  | 1.2 Mark and lay out rehearsal space including set and furniture plots in accordance with the ground plan.                              |
|  | 1.3 Source rehearsal <b>furniture and props</b> o provide adequate representations of the final set for the type of rehearsal involved. |
|  | 1.4 Set out prop tables allowing effective and safe access to required items  |
| 2. Contribute to technical production work for performance/event | 2.1 Adjust plans and activities according to changes in circumstances.  |
|  | 2.2 Address multiple demands without losing focus or energy.  |
|  | 2.3 Adapt communication methods and styles to suit different persons and situations.  |
|  | 2.4 Present ideas and information clearly, concisely and accurately.  |
|  | 2.5 Provide opportunities for others to give feedback and respond appropriately.  |

**RANGE STATEMENT**

*You must cover the items below:*

**1. Furniture and props:**

- Stage props
- Personal Props

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the accepted conventions for marking up rehearsal areas and how to explain these to others.
2. What factors should be taken into account when positioning and laying out a prop table.
3. What are the organizational policies for distribution and display of calls.
4. What current regulations, environmental and health and safety considerations are relevant, e.g. in relation to room temperature for dance or where a piece involves nudity; what are the requirements with regard to floors (sprung, smoothness, cleanliness) or air quality (dryness, dust, e.g. for opera, singers).
5. What are the organizational policies and procedures for maintaining health and safety at work
6. What are the main roles and responsibilities of others within the organization and who are the key post holders.
7. What is your role and the links between your own role and that of the other permanent or temporary staff with whom you work.
8. What are the different types of production and performance arrangements.
9. What are the critical factors that may affect the success of the production at each key stage.
10. When and how to take account of the needs of the audience.
11. Why effective teamwork and personal commitment is important to the success of the production.
12. How to identify your own strengths and weaknesses and take appropriate action in relation to them.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U91002

**Prepare and operate special effects for a live performance**

## Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to safely set up, or install stage electrics (e.g. electrical props and scenic effects) and special effects (e.g. smoke and low level fog effects) equipment and accessories in the correct position according to plans and instructions, check that they are in correct working order and identify any problems that need to be addressed.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                            |   |
|----------------------------|---|
| 1. Prepare special effects | 1.1 Prepare the required <b>tools and resources</b> to allow safe and efficient installation or set up.                       |
|                            | 1.2 Set up or install <b>special effects</b> to meet, production, health and safety requirements and organizational policies. |
|                            | 1.3 Make <b>special effects</b> safe and secure following set up or installation.   |
|                            | 1.4 Test protective and safety devices to confirm correct operation.  |
|                            | 1.5 Obtain appropriate circuits that provide adequate protection for electrical devices.                                      |
|                            | 1.6 Connect <b>special effects</b> to the correct supply, ensuring any cables are dealt with tidily and discreetly.           |
|                            | 1.7 Test <b>special effects</b> and deal with identified faults and hazards following approved procedures.                    |
|                            | 1.8 Explain safety devices and operation of special effects clearly to users.   |
|                            | 1.9 Place <b>special effects</b> accurately according to the plot positions.  |

2. Operate special effects
  - 2.1 Report problems in achieving the plot to responsible persons and suggest feasible solutions in keeping with design intentions.
  - 2.2 Power up equipment in the correct order and in good time for the performance.
  - 2.3 Operate **special effects** safely according to cue and plot.
  - 2.4 Identify and follow the correct procedures for any consumables in need of replacement according to organizational procedures.
  - 2.5 Utilize backup procedures as necessary.
  - 2.6 Power down equipment in the correct order.
  - 2.7 Secure and clear away equipment and consumables safely.

**RANGE STATEMENT**

*You must cover the items below:*

**1. Special effects:**

- Stage electrics
- Computer controlled devices
- Physical effects, including: weather effects, fire and smoke
- Motion control electronics and systems

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is the range of special effects (excluding pyrotechnics) that may be used and how to install and test them.
2. How to place special effects (excluding pyrotechnics) accurately according to plot and the importance of doing so.
3. What problems are likely to occur with the set up or installation of special effects and how to deal with these.
4. What are the current regulations and correct procedures regarding special effects material and equipment, including: use, handling, storage and disposal.
5. What are the safe and secure methods for connecting equipment.
6. When and how special effects should be tested and the approved procedures for doing so.
7. What is the importance of backup procedures and how to set them up.
8. What are the regulations and policies governing the use, installation and testing of special effects equipment.
9. Why it is important to install cables to minimize mechanical damage and how to do so.
10. How to determine the correct size and type of temporary cables required.
11. How to utilize protective devices to minimize the risk of electrical shock or fire.
12. How to safely identify and correct faults.
13. Why it is important to make equipment safe and secure following installation.
14. How to perform pre and post-performance checks.
15. How to check special effects and safety devices to ensure they are in safe working order.
16. How to carry out repairs and replace consumables safely and according to approved procedures.
17. What is the correct order to power up equipment.
18. What is the correct powering down procedures.
19. Why it is important to make all equipment and consumables safe and secure and where necessary clean up any debris.
20. How and why to prepare the working area and how to deal with any problems that may occur.
21. What are strobes and ultra-violet sources.



22. What are the risks associated with discharge light sources.
23. What are the regulations and policies governing the use, installation and testing of stage electronics and effects equipment.
24. Why it important to place stage electrics and effects accurately and according to plot and how to do so.
25. How to record alterations to existing plot records and the importance of doing so.
26. Why rehearsing is important and how to make the best use of rehearsal opportunities.
27. What are the situations in which cues would be aborted.
28. Why it is important to respond promptly to requested alterations.
29. What problems are likely to occur in achieving the plot, who to liaise with over problems and the types of solutions that may be necessary.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

### (2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

### (3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U53802

## Participate in workplace communication

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Gather and convey workplace information           | 1.1 Access relevant and up-to-date information from <b>appropriate sources</b> .<br>1.2 Use effective <b>communication strategies</b> to gather and convey information.<br>1.3 Use appropriate <b>medium</b> to transfer information and ideas.<br>1.4 Identify and follow lines of communication with management and colleagues.<br>1.5 Define procedures for the location and <b>storage</b> of information.<br>1.6 Record information according to organisational procedures. |
| 2. Participate in workplace meetings and discussions | 2.1 Make useful contributions in meetings and discussions.<br>2.2 Express opinions clearly in a courteous and respectful manner.<br>2.3 Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.<br>2.4 Interpret and implement meeting outcomes.  |
| 3. Complete work related documents                   | 3.1 Select correct documentation and complete accurately and legibly according to organisational requirements.<br>3.2 Identify and correct errors on forms and documents.  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Appropriate sources:**

- Team members
- Suppliers
- Trade personnel
- Public sector (government)
- Industry

**2. Communication strategies:**

- Questioning
- Listening
- Speaking
- Writing
- Non-verbal communication

**3. Medium:**

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instruction
- Face to face communication

**4. Storage:**

- Manual filing system
- Electronic filing system

**5. Protocols:**

- Organizational policies and procedures
- Legislation

**6. Workplace interactions:**

- Face to face
- Telephone
- ICT
- Written (electronic, memos, instructions, forms)
- Non-verbal (gestures, signals, signs, diagrams)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organizational policies and procedures that relate to the communication of information.
2. How to locate, interpret and provide information in response to organizational requirements or customer requests.
3. What are appropriate sources of information.
4. What is effective communication.
5. What are the different modes of communication and how to use them.
6. What are the different communication strategies and how to use them.
7. How to communicate effectively with management, colleagues and clients to provide information and feedback.
8. How to participate in workplace meetings and discussions.
9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.
10. How to express opinions in a clear and courteous manner.
11. How to use basic ICT resources (fax, telephone, computer).
12. What is the range of work related documentation and how this should be completed.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

**(2) Methods of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment methods**

The methods which can be used to determine competence in performance and underpinning knowledge.

**Assessors**

The Assessor's role is determined whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 - Entry Level**

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 - Skilled Occupations:**

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 - Technician and Supervisory Occupations:**

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 - Technical Specialist and Middle Management Occupations:**

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

**Level 5 - Chartered, Professional and Senior Management Occupations:**

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

**Internal Verifier**

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.



**NVQ**

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**NVQ Coordinator**

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Product of Work**

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Questioning**

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

### Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

### Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

### Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

### Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

### Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** - are core to a qualification and must to be completed.

**Optional units** - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

**Additional units** - are units which the candidate can undertake but are not a requirement to achieve a qualification

### Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).