Technical and Vocational Education and Training (TVET) Council

**Occupational Standards
of Competence**

Film Audio Engineering

Level 2

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Members of the Working Group

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Qualification Overview

NVQB

in

Film Audio Engineering

Level 2

NVQB in Film Audio Engineering Level 2

Qualification Overview

This occupational standard is designed to provide guidance and training to develop the knowledge, skills and attitudes relating to Film Audio Engineering. It covers the maintenance of production equipment and the operation of post-production equipment; the provision of location, sound and post-production services and the setting up of wireless equipment. Candidates will also be required to develop competencies in occupational safety and health, communication and customer service.

Like all NVQs, this qualification is competence-based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The qualification is designed for individuals who currently work within the film audio engineering industry.

Jobs within the occupational area

- Sound Engineer Assistant
- Sound Engineer

A05602 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

FILM AUDIO ENGINEERING- LEVEL 2

To achieve a full award, candidates must complete **all** eight (8) Mandatory units.

MANDATORY UNITS (All must be completed)	**CODE**

1. Maintain production equipment **U87302**

    1.1   Maintain production equipment
    1.2   Diagnose and repair faults
    1.3   Review and document maintenance activity

2. Provide post-production services **U87402**

    2.1   Set-up and record using digital audio & Digital Audio Workstations (DAW)
    2.2   Operate and implement post-production audio

3. Provide location sound services **U87502**

    3.1   Set up location sound equipment
    3.2   Operate location sound equipment

4. Provide reliable customer service **U84602**

    4.1   Prepare to deal with customers
    4.2   Give consistent service to customers
    4.3   Check customer service delivery

5. Handle physical elements to and from the set **U87602**

    5.1   Prepare physical elements for transportation
    5.2   Load/unload physical elements
    5.3   Check the condition of physical elements

6. Set up wireless audio equipment **U87702**

    6.1   Assess wireless audio equipment requirements and plan spectrum management
    6.2   Check and fit wireless audio equipment
    6.3   Monitor wireless audio equipment systems
    6.4   Complete work activities

Mandatory Units (All must be completed)   <u>**CODE**</u>

7.   **Follow safety, health and security procedures in the creative industries**   **U87802**

         7.1   Follow occupational safety and health procedures
         7.2   Deal with emergency situations
         7.3   Maintain personal safety standards
         7.4   Take steps to minimize the potential risk of noise
         7.5   Provide feedback on health, safety and security

8.   **Communicate to develop and maintain networks and relationships**   **U78103**

         8.1   Communicate information and ideas
         8.2   Develop trust and confidence
         8.3   Develop and maintain networks and relationships
         8.4   Manage difficulties into positive outcomes

U87302   **Maintain production equipment**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to maintain production equipment used in Sound Engineering including diagnosing and repairing faults.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Maintain production equipment	1.1 Clean and **maintain equipment**, cables and accessories according to **organizational procedures** and manufacturer's instructions.
	1.2 Conduct safety checks on equipment according to manufacturer's instructions and **organizational procedures**.
	1.3 Check spares and consumables to ensure production **equipment** is ready and available for use at specified locations.
2. Diagnose and repair faults	2.1 Identify faults and safely shut down equipment if necessary, following manufacturer's instructions and **organizational procedures**.
	2.2 Isolate faults to specific equipment or parts of equipment using fault detection procedures and determine repair requirements.
	2.3 Tag faulty production equipment according to **organizational procedures**.
	2.4 Complete **minor repairs** to faulty equipment according to safety requirements and manufacturer's instructions and within the scope of own responsibility.
	2.5 Refer complex repairs to technical specialists in consultation with **relevant personnel**.
	2.6 Discuss faults and repair needs with technical specialists, demonstrating accurate use of terminology.

3.	Review and document maintenance activity	3.1	Compile **documentation** according to **organizational procedures** and distribute to **relevant personnel** as required.
		3.2	Review repair and maintenance activities to ensure compliance with legislation and **organizational procedures**.

RANGE STATEMENT

All range statements must be assessed:

1. Maintain equipment:

- Cleaning and dusting
- Replacing batteries
- Check continuity of cables
- Cleaning recording playback
- Preparing back-up copies of recordings
- Accurate storage of equipment

2. Organizational procedures:

- Documenting and repair maintenance activities
- Providing back-up materials
- Updating contact lists for repair specialists and suppliers
- Writing and attaching labels to faulty equipment
- Whiteboards
- Hand-outs

3. Equipment:

- Microphones
- Speakers
- Mixing Deck
- Digital Recorders
- Headphones & headsets
- Tape machines
- Test equipment
- Two way communication devices

4. Documentation:

- Back-up materials
- Equipment diagrams and design specifications
- Fault reports
- Inventories
- Maintenance schedules
- Manufacturer instructions
- Operating Manuals
- Supplier information

5. **Relevant Personnel:**

- Camera Crews
- Clients/suppliers
- Designers
- Editors
- Graphic artists/art department
- Heads of departments
- Lighting directors
- Photographers
- Sound technicians and engineers
- Grip & Electrics crafts services
- Technical producers, directors and specialists

6. **Minor Repairs:**

- Replacing & tagging items not requiring electrical or electronic skills
- Making up leads
- Replacing connectors
- Replacing parts of microphones and stands
- Replacing fusers and faders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the technical features of major types of equipment.

2. What are the typical maintenance needs and schedules for the range of equipment in use.

3. What are the common faults and associated repair procedures for the range of equipment in use.

4. How to test for and diagnose faults in equipment.

5. How to use appropriate tools for detecting and repairing faults.

6. What spare parts and sub-assemblies are used in sound, lighting or vision equipment repair and maintenance.

7. How to undertake minor repairs on faulty equipment.

8. How to tag or label equipment according to its repair status.

9. How to re-assemble equipment under repair and re-align as required.

10. What are the effects of not operating and maintaining equipment in optimal conditions, e.g. poor ventilation.

11. How to conduct general maintenance of equipment.

12. How to safely execute electrical tasks.

13. How to communicate effectively e.g. as a team member, liaising with technical specialists, providing reports to relevant personnel on equipment status etc.)

14. What are the occupational health and safety legislation and regulations that apply to technical maintenance activities.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must 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 working environment.

(2)   Method of Assessment

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

Evidence of competence may be obtained through a variety of methods 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. 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.

U87402   **Provide post-production services**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to apply principles of post-production to film engineering, including appropriately operating digital audio and digital audio work stations.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Set-up and record using digital audio & Digital Audio Workstations (DAW)	1.1 Utilize audio signal flow in accordance with industry standards
	1.2 Setup a basic Digital Audio Workstation (DAW) according to regulatory standards.
	1.3 Execute required edits on pre-recorded material according to meet client needs.
	1.4 Manipulate digital audio using audio processors according to copyright legislation and industry standards.
	1.5 Make audio recordings with the use of a Digital Audio Workstation in accordance with copyright legislation.
2. Operate and implement post- production audio	2.1 Analyze digital film for sound requirements in accordance with copyright legislation
	2.2 Create appropriate spot sheets based on analysis and in accordance with industry standards.
	2.3 Implement dialogue, sound effects and music to digital film according to spot sheets.
	2.4 Prepare session for export and delivery.
	2.5 Export session in **multiple formats** according to industry standards.

RANGE STATEMENT

All range statements must be assessed:

1. **Multiple formats:**

    - .Wav
    - .Mp3
    - .AIFF

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the technical features of major types of equipment.

2. What is audio signal flow.

3. How to interpret industry jargon.

4. What are the types of Digital Audio Workstation (DAW) software and how to use them.

5. How to edit based on DAW software.

6. What are specific shortcuts based on DAW.

7. What are the types of DAW software.

8. What is equalization and how to apply it correctly.

9. What is compression and how to apply it correctly.

10. What is a Gate and how to use it correctly.

11. What are effects e.g. reverbs, delays and how to apply them.

12. What are the different types of microphones and how to use them.

13. What are the different types of sound requirements and how to identify them.

14. What are spot sheets and how to appropriately complete them.

15. What are the different types of export formats based on varying applications.

16. What is an academy leader and how to use it.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must 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 working environment.

(2)   Method of Assessment

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

Evidence of competence may be obtained through 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.

U87502   **Provide location sound services**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to apply principles of location sound services to film engineering. It includes appropriately operating a field kit and utilizing location sound equipment.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Set up location sound equipment	1.1	Identify location sound equipment on set in accordance with industry standards
		1.2	Set up a basic field recording kit in accordance with industry standards.
		1.3	Test a basic field recording kit in accordance with international industry standards.
2.	Operate location sound equipment	2.1	Use on-board signal processing in accordance with international industry standards.
		2.2	Create audio recordings using relevant location sound equipment.

RANGE STATEMENT

All range statements must be assessed:

No Range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the technical features of major types of equipment.

2. What is on-board signal processing.

3. What is and how to interpret industry jargon.

4. What is a basic field recording kit.

5. How to set up, test and operate a basic field recording kit.

6. What are the types of location sound equipment and how to correctly use them.

7. What are audio recordings.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must 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 working environment.

(2)   Method of Assessment

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

Evidence of competence may be obtained through a variety of methods 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. 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.

U84602   **Provide reliable customer service**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to deliver consistent and reliable service to customers. It involves preparing for transactions with customers, dealing with different types of customers in different circumstances and checking customer expectations have been met.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Prepare to deal with customers	1.1	Demonstrate **knowledge** of organizational products and services.
		1.2	Organize work area efficiently so that it is tidy and safe according to organizational requirements.
		1.3	Prepare and arrange required resources to deal with **customers** prior to the start of work.
2.	Give consistent service to customers	2.1	Make realistic promises to achieve customer satisfaction.
		2.2	Balance the needs of **customers** and the organization to ensure that promises made are accurate and kept.
		2.3	Inform customers if promises made cannot be kept due to unforeseen circumstances.
		2.4	Change or adapt services to meet new customer requirements.
		2.5	Keep **customers** informed if the service delivered involves referring them to other persons or organizations.
3.	Check customer service delivery	3.1	Check services provided against customer needs and expectations.

3.2   Obtain feedback from **customers** and ascertain how it can be used to improve customer service in the future.

3.3   Share information with colleagues and service partners to maintain and improve standards of service.

Technical and Vocational Education and Training (TVET) Council
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RANGE STATEMENT

All range statements must be assessed:

1. Knowledge:

- Products
- Services

2. Customers:

- Internal
- External

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational products and services.

2. What are the organizational requirements for health and safety in your area of work.

3. How to organize the work area tidily and safely.

4. What are the procedures, methods and systems for measuring organizational effectiveness in delivering customer service.

5. How to implement procedures, methods and systems to measure organizational effectiveness in delivering customer service.

6. How to identify customer needs.

7. How to balance the needs of customers against those of the organization.

8. How to make realistic and achievable promises to customers.

9. How to inform customers why and when promises cannot be kept and what action will be taken.

10. How and when to refer a customer to other persons or organizations.

11. How to obtain feedback from customers and use it to improve customer service in the future.

12. Why it is important to share information with colleagues to maintain and improve customer service.

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 of competence may be obtained through a variety of methods 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. 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.

U87602   **Handle physical elements to and from the set**

Unit Descriptor:

> This unit describes the skills and knowledge required to assemble, pack and load/unload physical elements under supervision for any production within the creative industries. It focuses on safe manual handling and general knowledge of the load in/load out process and types of equipment.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare physical elements for transportation

  1.1 Assemble/dismantle **physical elements** in accordance with manufacturer's instructions to ensure ease of packing, loading, unloading and installation.

  1.2 Pack **physical elements** safely using appropriate techniques and materials to avoid damage during transportation.

  1.3 Identify, prepare and pack any tools required for the set/session in accordance with established procedures.

2. Load/unload physical elements

  2.1 Load/unload **physical elements** in the required order, ensuring that there is no damage in accordance with industry standards.

  2.2 Use safe manual handling techniques throughout the loading/unloading process to avoid injury or damage in accordance with organizational procedures.

  2.3 Install or position **physical elements** in the appropriate work or storage area according to manufacturer's specifications.

3. Check the condition of physical elements

  3.1 Check the condition of **physical elements** to ensure that no damage has occurred during the session or to or from the set.

  3.2 Identify repairs where required according to organizational procedures.

3.3   Report to **appropriate personnel** using documentation according to organizational policies and procedures

RANGE STATEMENT

All range statements must be assessed:

1. **Physical elements:**

    -   Sets
    -   Lighting equipment
    -   Props
    -   Scenic equipment
    -   Costumes

2. **Appropriate personnel:**

    -   Supervisors/managers
    -   Technical staff
    -   Event/production managers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the load-in/load-out process for different types of productions.

2. Which physical elements should be used for different types of productions.

3. How to handle physical elements safely during load in/load out.

4. What are the typical locations for different physical elements within a production venue.

5. What are the broader safety issues associated with the movement of physical elements.

6. What are the relevant organizational and/or legislative occupational safety and health requirements.

7. What packing materials and packing techniques are used for different types of equipment.

8. What are the techniques for loading and stowing equipment for safe transportation.

9. What are the range of tools commonly required during the load in/load out process.

10. How to work safely and with others.

11. How to read simple work instructions, equipment lists and safety directions.

12. How to count/tally equipment and other physical elements.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must 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 working environment.

(2)   Method of Assessment

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

Evidence of competence may be obtained through a variety of methods 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. 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.

U87702   **Set up wireless audio equipment**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to specify, fit and operate radio microphones and in-ear wireless monitors for any production within the creative industries.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Assess wireless audio equipment requirements and plan spectrum management

   1.1   Liaise with **relevant personnel** to determine production factors that will impact on wireless audio equipment operations.

   1.2   Assess **technical** and **performance** factors to establish the appropriate wireless audio equipment to use in accordance with regulatory requirements.

   1.3   Verify all other wireless frequencies in use within range, including security and building services users.

   1.4   Research and establish wireless mics and in-ear monitor frequencies to be used by all associated personnel, according to established procedures.

   1.5   Plot proposed and currently used frequencies and compare with legal and available frequencies.

   1.6   Document wireless audio equipment requirements prior to the production to ensure easy interpretation by others.

   1.7   Make appropriate checks to ensure availability of equipment and accessories in accordance with production requirements.

2. Check and fit wireless audio equipment

   2.1   Check wireless audio equipment prior to fitting to ensure equipment is accurately labelled, in working order and fully charged with new batteries.

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		2.2	Check that the frequency setting on receivers and transmitters is matched and complete appropriate tuning.
		2.3	Identify the appropriate position for wireless audio equipment based on **performance and technical factors a**nd in accordance with established procedures.
		2.4	Fit wireless audio equipment to personnel using appropriate **attachment techniques** to meet performance requirements.
		2.5	Follow **appropriate protocols** with performers and associated personnel during the fitting process.
		2.6	Check and adapt gain structure to fit production requirements.
3.	Monitor wireless audio equipment systems	3.1	Set wireless audio equipment according to industry standards so that the signal is received by the production sound mixer according to organizational procedures.
		3.2	Request performers to test equipment to ensure it is working accurately and crosscheck according to established procedures.
		3.3	Monitor wireless systems throughout production, document any problems and promptly report to **relevant personnel**.
4	Complete work activities	4.1	Retrieve wireless equipment from performers and associated production personnel at the conclusion of each day.
		4.2	Clean, arrange and store wireless equipment in readiness for the next user.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant personnel:**

   - Director
   - Other technical specialists
   - Actors
   - Script Supervisor
   - Producer
   - Boom Operator

2. **Technical factors:**

   - Frequencies for operation
   - Need for back-up microphones
   - Number of radio microphones being used
   - Options for different antennae
   - Presence of moisture or water

3. **Performance factors:**

   - Level of movement by the actor
   - Number of wardrobe changes
   - Singing requirements
   - Speaking requirements

4. **Attachment techniques:**

   - Attachment to hair
   - Attachment to clothing
   - Use of tape

5. **Appropriate protocols:**

   - Obtaining permission from personnel before fitting
   - Agreement of location for fitting
   - Touching personnel in an appropriate manner

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different types of wireless audio equipment available and their use and application in different types of production.

2. What are the performance factors which impact on the use of wireless audio technology.

3. What is the role of different antennae.

4. What are the ways in which radio equipment can be fitted to performers.

5. How are common frequencies used with wireless audio equipment.

6. What are the protocols for dealing with performers during equipment fitting.

7. What are the regulatory requirements for the use of frequencies.

8. How to establish the number of practical and available channels at a given location.

9. What is the frequency spacing required for adjacent wireless channels.

10. How to interpret production documentation and regulatory requirements.

11. How to work with frequency allocations.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must 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 working environment.

(2)   Method of Assessment

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

Evidence of competence may be obtained through a variety of methods including:

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- Written evidence
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(3)   Context of Assessment

This unit may be assessed on the job, off the job. 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.

U87802   **Follow safety, health and security procedures in the creative industries**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to follow health, safety and security procedures and applies to all individuals operating in the creative industries.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1.	Follow occupational safety and health procedures	1.1	Comply with **health, safety and security procedures** in accordance with organizational policies and procedures.
		1.2	Identify breaches **of health, safety and security procedures** and promptly report to the appropriate personnel.
		1.3	Ensure that all work activities are undertaken in a safe manner and do not present a hazard to self or others.
2	Deal with emergency situations	2.1	Identify potential emergency situations and take the required action within the scope of individual responsibility.
		2.2	Follow emergency procedures in accordance with organizational policies and procedures.
		2.3	Promptly seek assistance from colleagues and/or supervisors where appropriate.
		2.4	Report details of emergency situations in accordance with organizational policies and procedures.
3.	Maintain personal safety standards	3.1	Select and use appropriate **personal protective equipment** to ensure the health and safety of self and others.
		3.2	Take appropriate measures to prevent injury or impairment related to workplace activities and to control **workplace hazards**.

		3.3	Carry out safe manual handling and lifting in accordance with **relevant safety policies and procedures**
		3.4	Maintain correct posture and ergonomics in the work environment.
		3.5	Take appropriate action to maintain a safe and secure work environment.
		3.6	Comply with the health and safety standards and procedures at different venues.
4.	Take steps to minimize the potential risk of noise	4.1	Identify the risks for persons exposed to excessive sound/noise levels and the possible responses to such risks.
		4.2	Identify methods of protecting hearing and the corresponding hearing protection devices.
		4.3	Evaluate the need for hearing protection devices.
		4.4	Use sound level meters at venues to ensure appropriate sound levels in accordance with regulations and safety procedures.
5.	Provide feedback on health, safety and security	5.1	Promptly identify occupational safety and health issues requiring attention.
		5.2	Ensure that occupational safety and health issues are raised with appropriate persons in accordance with organizational and **legislative requirements.**
		5.3	Write reports on health, safety and security issues within your area of responsibility in accordance with organizational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Health, safety and security procedures:**

   - Emergency
   - Fire
   - Accident
   - Manual handling
   - Security including keys etc.

2. **Personal protective equipment:**

   - Hard hats/helmets
   - Goggles/visors
   - Gloves
   - Boots
   - Ear protection
   - Face masks/visors

3. **Workplace hazards:**

   - Faulty equipment
   - Noise/sound levels
   - Stress
   - Inadequate lighting/ventilation
   - Exposed cables
   - Incorrect temperature

4. **Relevant policies/legislation:**

   - Company policies
   - Industry legislation
   - Government legislation

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 causes of accidents relevant to the work environment.

3. What are the major hazards that exist in the workplace.

4. How to follow emergency procedures.

5. How to identify designated personnel responsible for occupational safety and health.

6. What are noise control methods and how to use them.

7. What are correct lifting and ergonomic techniques to avoid strain or injury.

8. What are the relevant industry safety guidelines.

9. What are the relevant national occupational safety and health legislation and codes of practice.

10. How to identify workplace hazards.

11. What are workplace safety, health and security procedures and how to follow them.

12. How to write safety reports and safety implementation reports.

13. How to identify and appropriately deal with security risks in the work environment.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Candidates must 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 working environment.

(2)   Method of Assessment

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

Evidence of competence may be obtained through a variety of methods 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. 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.

U78103   **Communicate to develop and maintain networks and relationships**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to collect, analyze and communicate information and to use that information to develop and maintain effective working relationships and networks with particular regard to communication and representation.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Communicate information and ideas

   1.1 Collect relevant information from appropriate sources, analyze and share with colleagues to improve performance.

   1.2 **Communicate** ideas and information in a manner appropriate to the recipient and specific needs.

   1.3 Exchange **information** and resources with colleagues to make sure that all parties can work effectively.

   1.4 Implement **consultation processes** to encourage colleagues to contribute to issues related to their work and promptly relay feedback to the team in regard to outcomes.

   1.5 Implement **processes** to ensure that issues raised are referred to **relevant personnel** as required.

2. Develop trust and confidence

   2.1 Recognize, agree and respect the roles and responsibilities of colleagues.

   2.2 Obtain and maintain the trust and confidence of colleagues through competent performance.

   2.3 Fulfil and **communicate** agreements made with colleagues.

		2.4	Promptly advise colleagues of difficulties and where agreements cannot be fulfilled.
3.	Develop and maintain networks and relationships	3.1	Establish working relationships with persons relevant to the work being carried out.
		3.2	Use **networks** to identify and build relationships.
4.	Manage difficulties into positive outcomes	4.1	Identify and analyze difficulties, conflicts of interest and disagreements and take action to resolve the situation in ways that minimize damage to the work being carried out.
		4.2	Provide feedback to colleagues on their performance and solicit feedback from colleagues on own performance to identify areas for improvement.
		4.3	Guide and support colleagues to resolve work difficulties.
		4.4	Regularly review and improve **workplace outcomes** in consultation with **relevant personnel**.

RANGE STATEMENT

All range statements must be assessed:

1. **Communicate:**

   - Written
   - Verbal
   - Non-verbal

2. **Information:**

   - Data appropriate to work roles and organizational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
     - archived, filed and historical background data
     - individual and team performance data
     - marketing and customer related data
     - planning and organizational documents including the outcomes of continuous improvement and quality assurance
     - policies and procedures

3. **Consultation processes:**

   - Feedback to the work team and relevant personnel in relation to outcomes of the consultation process
   - Opportunities for all employees to contribute to ideas and information about organizational issues

4. **Processes:**

   - Conducting informal meetings
   - Coordinating surveys or questionnaires
   - Distributing newsletters or reports
   - Exchanging informal dialogue with relevant personnel

5. **Relevant personnel:**

   - Managers
   - Occupational health and safety committee and other people with specialist responsibilities
   - Other employees
   - Supervisors

6. Networks:

- Established structures or unstructured arrangements and may include business or professional associations
- Informal or formal and with individuals or groups
- Internal and/or external

7. Workplace outcomes:

- Occupational health and safety processes and procedures
- Performance of the work team

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use coaching and mentoring skills to provide support to colleagues.

2. What information should be collected and how to analyse and share this information.

3. What are the methods of communication for the recipient.

4. What consultation methods can be used within the team.

5. How to network to identify and build relationships.

6. How to identify and analyze conflicts of interest and disagreements.

7. How to provide constructive feedback.

8. What methods can be used to provide guidance and support to colleagues.

9. What literacy skills are required to research, analyze, interpret and report information.

10. What relationship management and communication skills are required to:

    - deal with people openly and fairly
    - forge effective relationships with internal and/or external people, and to develop and maintain these networks
    - gain the trust and confidence of colleagues
    - respond to unexpected demands from a range of people
    - utilize supportive and consultative processes effectively
    - demonstrate respect for colleagues and their work

11. What is the relevant legislation and industry practice that affects business operations, especially in regard to occupational health and safety (OHS), environmental issues, industrial relations and anti-discrimination.

12. What theories are associated with managing work relationships to achieve planned outcomes:

    - developing trust and confidence
    - maintaining fair and consistent behaviour in work relationships
    - understanding the cultural and social environment
    - identifying and assessing interpersonal styles
    - establishing, building and maintaining networks
    - identifying and resolving problems
    - resolving conflict
    - managing poor work performance
    - monitoring, analyzing and introducing ways to improve work relationships

EVIDENCE GUIDE

For assessment purposes:

(4) 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 of competence may be obtained through a variety of methods including:

- Observation
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- Witness testimony
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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. 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.

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Level 2 — Glossary of Terms

Assessment Methods

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

Assessors

The Assessor's role is to determine 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 (NVQs).

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 it 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 predetermined 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 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 (Level 1) through to senior management (Level 5).

Level	
2	**Glossary of Terms**

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 the 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 contributions 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 the 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 the requirements for the successful achievement of an element. They are descriptions of what the Assessor 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 that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive therefore, each category must be assessed.

Role Play

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, assessors are able to collect evidence and make a judgement 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 his/her work, or where the candidate needs to develop competence, before being judged competent, 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 a 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, the Assessor will be able to elicit evidence which will help him/her 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 etc. (see note in glossary).

Underpinning Knowledge

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

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made 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 or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor 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).