



Qualification Handbook

BIIAB Level 2 Certificate in Technical Theatre Support Sound, Light and Stage

601/6119/X

C00/0711/9

Version 2

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1. About the BIIAB Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage

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

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

Qualification title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage	601/6119/X	C00/0711/9

The BIIAB Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage has been designed to allow learners to obtain and then demonstrate the knowledge and skills to work within the technical theatre support industry, including backstage operations, supporting those in more senior roles. It could lead to employment as a technician in one or more of the following areas; stage, theatre, rigging, maintenance, lighting systems or assistant sound technician, board console operator, follow spot operator, flyman or lighting designer.

2. About this pack

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

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

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

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3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

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

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

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

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

4. What are Rules of Combination (ROC)?

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

The ROC will specify:

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

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

5. BIIAB Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage Handbook Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage the learner must achieve a total of 25 credits. This consists of:

- **Minimum** total credit: **25**
- Mandatory Group A **minimum** credit: **15**
- Optional Groups B and C **minimum** credit: **10**

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- A **minimum of 7 credits must** be achieved from **one** of three **optional Group B pathways**
 - Lighting,
 - Sound, **or**
 - Stage.

 - A **minimum of 3 credits must** be achieved through completion of optional units in **Group C, OR**, from additional units within the **chosen optional Group B pathway**
- GLH: **161**
 - TQT: **250**

Listed below are the qualification units.

Mandatory Group A:

Unit no	URN	Unit Title	Credit	Level	GLH
TT1	H/601/6740	Keeping up to date with technical and production developments in the live arts	2	2	14
TT2	T/601/6726	Cleaning up own work area	2	2	14
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	5	2	33
TT3	R/600/9010	Contribute to good working relationships	4	2	30
TT4	J/601/6715	Awareness of health and safety in the creative and cultural sector	2	2	14

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Optional Group B

Pathway B1: Lighting

Unit no	URN	Unit Title	Credit	Level	GLH
TT5	Y/601/6749	Selecting and using safe systems for working at height	3	2	21
TT6	R/601/6751	Setting up lighting	2	2	14
TT7	Y/601/6735	Getting in, setting up equipment, and getting out in technical theatre	3	2	21
TT8	D/601/6736	Identifying and resolving common faults in stage and lighting equipment in theatre and live performance	2	2	14
TT9	A/601/6744	Operating lighting control systems	3	2	21
TT10	L/601/5971	Manual handling and lifting loads	2	2	18
TT11	L/601/6747	Reading and interpreting lighting plans for a live performance	1	2	7
TT12	Y/601/6931	Operating a follow spot for a live performance	3	2	21
TT13	M/601/6756	Using tools and equipment for construction and maintenance	3	2	21

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Pathway B2: Sound

Unit no	URN	Unit Title	Credit	Level	GLH
TT10	L/601/5971	Manual handling and lifting loads	2	2	18
TT14	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18
TT15	T/503/5282	Contribute to the development of a sound brief in live performances	5	2	43
TT16	A/503/5283	Contribute to the planning of the sound requirements for a production	6	2	48
TT17	F/503/5284	Set up and check sound equipment	7	2	45
TT18	J/503/5285	Rehearse sound requirements	3	2	21
TT19	L/503/5286	Fit wireless equipment for a live performance	5	2	29
TT20	R/503/5287	Provide amplified sound for a live performance	5	2	38
TT21	A/503/5297	Contribute to the technical production of a live performance	5	2	31
TT5	Y/601/6749	Selecting and using safe systems for working at height	3	2	21
TT7	Y/601/6735	Getting in, setting up equipment, and getting out in technical theatre	3	2	21
TT22	Y/503/5288	Prepare the operation of sound for a live performance	3	2	22
TT23	D/503/5289	Operate sound for a live performance	4	2	27
TT24	R/503/5290	Use drawings and specifications to inform technical preparations for live performance	3	2	20
TT25	J/503/5299	Prepare flying equipment and components for use during a live performance	5	2	34
TT26	Y/503/5291	Select and apply appropriate knots for securing loads in a live performance venue	2	2	11
TT27	D/503/5292	Support the implementation of rehearsals	6	2	40
TT28	H/503/5293	Ensure the safe and efficient loading of vehicles used within the entertainment industry	2	2	14
TT29	K/503/5294	Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	2	2	9
TT30	F/503/5320	Install electrical equipment for a live performance	8	2	55
TT13	M/601/6756	Using tools and equipment for construction and maintenance	3	2	21

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Pathway B3: Stage

Unit no	URN	Unit Title	Credit	Level	GLH
TT10	L/601/5971	Manual handling and lifting loads	2	2	18
TT14	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18
TT31	M/503/5295	Prepare props for live performance	4	2	27
TT32	F/503/5253	Assist with the running of a live performance	4	3	24
TT33	T/503/5296	Pre-set the stage and position scenic components during a live performance	2	2	14
TT21	A/503/5297	Contribute to the technical production of a live performance	5	2	31
TT5	Y/601/6749	Selecting and using safe systems for working at height	3	2	21
TT7	Y/601/6735	Getting in, setting up equipment, and getting out in technical theatre	3	2	21
TT34	F/503/5298	Contribute to the interpreting of designs for sets and props	4	2	29
TT25	J/503/5299	Prepare flying equipment and components for use during a live performance	5	2	34
TT35	L/503/5319	Prepare special effects for a live performance	7	2	45
TT24	R/503/5290	Use drawings and specifications to inform technical preparations for live performance	3	2	20
TT26	Y/503/5291	Select and apply appropriate knots for securing loads in a live performance venue	2	2	11
TT27	D/503/5292	Support the implementation of rehearsals	6	2	40
TT28	H/503/5293	Ensure the safe and efficient loading of vehicles used within the entertainment industry	2	2	14
TT29	K/503/5294	Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	2	2	9
TT13	M/601/6756	Using tools and equipment for construction and maintenance	3	2	21

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Optional Group C:

Unit no	URN	Unit Title	Credit	Level	GLH
TT7	Y/601/6735	Getting in, setting up equipment, and getting out in technical theatre	3	2	21
TT10	L/601/5971	Manual handling and lifting loads	2	2	18
TT14	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18
TT30	F/503/5320	Install electrical equipment for a live performance	8	2	55
TT15	T/503/5282	Contribute to the development of a sound brief in live performances	5	2	43
TT16	A/503/5283	Contribute to the planning of the sound requirements for a production	6	2	48
TT17	F/503/5284	Set up and check sound equipment	7	2	45
TT18	J/503/5285	Rehearse sound requirements	3	2	21
TT19	L/503/5286	Fit wireless equipment for a live performance	5	2	29
TT20	R/503/5287	Provide amplified sound for a live performance	5	2	38
TT31	M/503/5295	Prepare props for live performance	4	2	27
TT32	F/503/5253	Assist with the running of a live performance	4	3	24
TT33	T/503/5296	Pre-set the stage and position scenic components during a live performance	2	2	14
TT21	A/503/5297	Contribute to the technical production of a live performance	5	2	31
TT34	F/503/5298	Contribute to the interpreting of designs for sets and props	4	2	29
TT25	J/503/5299	Prepare flying equipment and components for use during a live performance	5	2	34
TT35	L/503/5319	Prepare special effects for a live performance	7	2	45
TT22	Y/503/5288	Prepare the operation of sound for a live performance	3	2	22
TT23	D/503/5289	Operate sound for a live performance	4	2	27
TT24	R/503/5290	Use drawings and specifications to inform technical preparations for live performance	3	2	20
TT26	Y/503/5291	Select and apply appropriate knots for securing loads in a live performance venue	2	2	11
TT27	D/503/5292	Support the implementation of rehearsals	6	2	40
TT28	H/503/5293	Ensure the safe and efficient loading of vehicles used within the entertainment industry	2	2	14
TT29	K/503/5294	Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	2	2	9

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Unit no	URN	Unit Title	Credit	Level	GLH
TT36	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	3	2	26
TT37	T/600/8948	Manage and market own freelance services	6	3	60
TT5	Y/601/6749	Selecting and using safe systems for working at height	3	2	21
TT13	M/601/6756	Using tools and equipment for construction and maintenance	3	2	21
TT38	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	4	3	28

6. Age Restriction

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

- 16-18
- 19+.

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7. Entry Requirements and Progression

There are no entry requirements for this qualification; but centres **must** ensure learners have the desired level of competence and / or recognised qualification before commencing this qualification. Centres **must** take responsibility for ensuring learners have suitable experience and competence before undertaking high-risk units.

It is therefore suggested that centres apply the following guidance to ensure pre-competence to safeguard learners and others. This includes (but is not limited to):

- All units – a Health and Safety qualification, training or another demonstration of competence to meet current Health and Safety Executive (HSE) requirement
- Units involving the managing of crowds – A Spectator Safety qualification training or another demonstration of competence to meet current Health and Safety Executive (HSE) requirement
- Units involving Working at Heights – A qualification, training or another demonstration of competence to meet current Health and Safety Executive (HSE) requirements
- Units involving Manual Handling / Safe Lifting – A qualification, training or another demonstration of competence to meet current Health and Safety Executive (HSE) requirements
- Electrical/Electrotechnical units:
 - A qualification, training or another demonstration of competence to demonstrate understanding of wiring and the safe use and operation of electrical equipment and systems to meet the current edition of the IEE Wiring Regulation / British Standard (BS7671).
 - Have achieved or are working towards a recognised qualification in this area eg:
 - Level 3 NVQ Diploma in Installing Electrotechnical Systems and Equipment (Buildings, Structures and the Environment), or
 - Level 3 NVQ Diploma in Electrotechnical Services (Electrical Maintenance), or;
 - any suitable predecessor or equivalence qualification.
- Units where safeguarding children, young people and vulnerable adults is necessary – eg having successfully undertaken the Disclosure and Barring Service (DBS) check and hold a current DBS Certificate (previously known as a CRB check).

Learners **must** also be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the skills to work effectively within the technical theatre support industry. It also will allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage

- Career progression.

8. Assessment

Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

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

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

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Assessment Strategy

Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the National Occupational Standards, units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Expert Witnesses – must be competent to make judgements about the activity for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

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Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in the workplace.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding Organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

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Simulation

- Simulation can be applied to all units.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

Simulation **must** be initially used in the following circumstance:

- where the activity is high risk, the learner has not yet demonstrated competence and undertaking the task for real may pose a risk to themselves or others. For example:
 - working on an electrical unit – learners **must** not work on installing or maintaining live electrical circuits (or any other electrical/electrotechnical activity that requires high-risk activity), unless they are considered fully qualified with up-to-date CPD, until they have demonstrated full competence in this area during simulated work.
- undertaking this activity solely in a simulated environment would **not** be considered a demonstration of full-competence, but **may** be used as a contribution towards competence in the activity over time.

Unless otherwise indicated, it is a general principle that evidence from simulations should **only** be employed under the following circumstances:

- where for the learner to be assessed performing this task in a real working environment could be deemed to pose risks to the themselves or others.
- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real
- at the discretion of the Awarding Organisation where it is considered the environment provided fully reflects a commercial working environment and that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation.

Any simulation **must** be approved in advance by the External Quality Assurer, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

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Appeals

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

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

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

For full details of the BIIAB's appeals procedure please refer to www.biiab.org.

9. Initial Assessment and Induction

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

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

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

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

10. Delivery

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

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA to quickly locate the evidence which is being submitted to demonstrate competence.

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Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via centrezon.bii.org

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and delivery

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

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

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

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

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

Level

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

Credit

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

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

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

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and certification

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

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

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

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

15. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Keeping up to date with technical and production developments in the live arts	
BIIAB Reference	TT1	
Level	2	
Credit Value	2	
GLH	14	
Unit Reference No.	H/601/6740	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to gather a range of information about technical and production developments in the live arts	1.1	Carry out research into trends, developments and opportunities related to their job role and organisation
	1.2	Present the findings of their research in an appropriate format.
2 Be able to analyse information and use it to inform their work	2.1	Analyse the information gathered from their research to assess how it could be used to inform their work on a particular project
	2.2	Communicate with others to share information which may impact on others' work

Unit Title	Cleaning up own work area	
BIIAB Reference	TT2	
Level	2	
Credit Value	2	
GLH	14	
Unit Reference No.	T/601/6726	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand organisational policies and procedures relating to the safe use of cleaning materials	1.1	Describe the key organisational policies and procedures relating to the safe use of cleaning materials
	1.2	Explain how they would take account of these policies when using cleaning materials for a given task
	1.3	Identify who to contact to report a problem
2 Safely use appropriate cleaning materials	2.1	Identify the correct materials to use for a given task
	2.2	Carry out cleaning activities safely and appropriately
	2.3	Check the working area to ensure that has been cleaned thoroughly
3 Safely dispose of and store materials as directed	3.1	Store re-usable materials appropriately and according to organisational policies and procedures
	3.2	Dispose of waste materials appropriately and according to organisational policies and procedures
	3.3	Store tools and equipment safely and appropriately
	3.4	Leave the working area in a tidy and safe condition

Unit Title	Contribute to good working relationships	
BIIAB Reference	TT3	
Level	2	
Credit Value	4	
GLH	30	
Unit Reference No.	R/600/9010	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to communicate effectively with colleagues	1.1	Explain the importance of balancing the needs of tasks and people
	1.2	Explain the importance of sharing information with colleagues
	1.3	Identify ways of tactfully requesting others to change working arrangements to improve own productivity
	1.4	Describe how to resolve conflict situations or dissatisfaction
	1.5	Explain the importance of liaison with colleagues to productivity
2 Be able to develop and maintain good working relationships during the production process	2.1	Identify key roles and tasks in the production process
	2.2	Clarify, agree and revise working arrangements, promoting good working relationships
	2.3	Communicate own decisions clearly and constructively
	2.4	Resolve any conflict situations or dissatisfaction as necessary
	2.5	Liaise with appropriate colleagues to ensure effective and productive working

Unit Title	Awareness of health and safety in the creative and cultural sector	
BIIAB Reference	TT4	
Level	2	
Credit Value	2	
GLH	14	
Unit Reference No.	J/601/6715	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the relevant health and safety regulations in the Creative and Cultural sector	1.1	Identify key elements of health and safety regulations, relevant to working in the Creative and Cultural sector
	1.2	Outline safe working practices in the Creative and Cultural sector
	1.3	Identify the main employer responsibilities under the Health and Safety at Work Act
2 Be able to comply with relevant health and safety procedures	2.1	Outline the differences between hazards and risks
	2.2	Carry out a risk assessment
	2.3	Report identified hazards and risks to the appropriate parties

Unit Title	Give customers a positive impression of yourself and your organisation	
BIIAB Reference	CFAQ60	
Level	2	
Credit Value	5	
GLH	33	
Unit Reference No.	L/601/0933	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 establish rapport with customers	1.1	meet their organisation's standards of appearance and behaviour
	1.2	greet their customer respectfully and in a friendly manner
	1.3	communicate with their customer in a way that makes them feel valued and respected
	1.4	identify and confirm their customer's expectations
	1.5	treat their customer courteously and helpfully at all times
	1.6	keep their customer informed and reassured
	1.7	adapt their behaviour to respond to different customer behaviour
2 respond appropriately to customers	2.1	respond promptly to a customer seeking help
	2.2	choose the most appropriate way to communicate with their customer
	2.3	check with their customer that they have fully understood their expectations
	2.4	respond promptly and positively to their customer's questions and comments
	2.5	allow their customer time to consider their response and give further explanation when appropriate
3 communicate information to customers	3.1	quickly find information that will help their customer
	3.2	give their customer information they need about the services or products offered by their organisation
	3.3	recognise information that their customer might find complicated and check whether they fully understand
	3.4	explain clearly to their customers any reasons why their expectations cannot be met
4 understand how to give customers a positive impression of themselves and the organisation	4.1	describe their organisation's standards for appearance and behaviour
	4.2	explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
	4.3	identify their organisation's rules and procedures regarding the methods of communication they use
	4.4	explain how to recognise when a customer is angry or confused
	4.5	identify their organisation's standards for timeliness in responding to customer questions and requests for information

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The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

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Sound, Light and Stage Handbook**



Learner Signature: _____

Date:

Assessor Signature: _____

Date:

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

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Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

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Notices

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

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