



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

Level 3 Certificate – C00/4940/9 (Wales)



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

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

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.1	January 2024	Reformatted Qualification Guide into new branding
2.2	February 2024	Amended QiW code to new Welsh designated one



## Qualification Guidance

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

## Qualification Summary

BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage – C00/4940/9 (Wales)								
<b>Qualification Purpose</b>	To obtain and then demonstrate the knowledge and skills to work within the technical theatre support industry, including backstage operations.							
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>	✓	<b>18+</b>		<b>19+</b>	✓
<b>Regulation</b>	The above qualification is regulated by QiW							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> </ul>							
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges							
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
<b>Operational Start Date</b>								
<b>Review Date</b>								
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	148 hours							
<b>Total Qualification Time (TQT)</b>	300 hours							
<b>Credit Value</b>	30							
<b>BIIAB Qualifications Limited Sector</b>	Creative, Cultural and Design							
<b>Ofqual SSA Sector</b>	09.2 Crafts, creative arts and design							
<b>Support from Trade Associations</b>								
<b>Administering Office</b>	See BIIAB Qualifications Limited website							



## Qualification Guidance

### About the BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage

BIIAB Qualifications Limited is regulated to deliver this qualification by Qualifications in Wales. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

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

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage	C00/4940/9 (Wales)

### Objective and Purpose of this Qualification

The BIIAB Level 3 Certificate in Technical Theatre: 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. It could lead to employment as a technician in one or more of the following areas; lighting technician, board or console operator, maintenance supervisor or manager, senior sound technician, senior stage technician or head flyman.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.



## Qualification Guidance

### BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

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 Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support 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

### What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

## Qualification Guidance

### BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage learners **must** achieve a total of **30** credits. This consists of:

- **Minimum** total credit: **30**
- Mandatory Group A **minimum** credit: **10**
- Optional Groups B and C **minimum** credit: **20**
  - A **minimum of 17 credits must** be achieved from **one** of three **optional Group B pathways**, either:
    - Sound
    - Lighting, **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**
- A **minimum of 17** credits **must** be achieved through the completion of units at Level 3 and above
- Guided Learning hours (GLH): **148** hours
- Total Qualification Time (TQT): **300** hours

Listed below are the qualification units.

#### Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT39	K/601/7016	Develop effective working relationships with colleagues in a theatre setting	3	4	15	Portfolio
TT40	A/601/5867	Ensure responsibility for actions to reduce risks to health and safety	3	4	38	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT1	H/601/6740	Keeping up to date with technical and production developments in the live arts	2	2	14	Portfolio

## Optional Group B

### Pathway B1: Sound

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT10	L/601/5971	Manual handling and lifting loads	2	2	18	Portfolio
TT68	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18	Portfolio
TT49	H/601/6687	Conduct a health and safety risk assessment of the workplace	3	6	32	Portfolio
TT45	L/601/6814	Supervising getting in and getting out in technical theatre	3	3	18	Portfolio
TT2	T/601/6726	Cleaning up own work area	2	2	14	Portfolio
TT50	J/503/5240	Develop and refine ideas for sound requirements in live performance	3	6	43	Portfolio
TT51	L/503/5241	Plan sound requirements for a live performance	3	6	44	Portfolio



## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT52	D/503/5244	Source sound equipment	3	5	38	Portfolio
TT17	F/503/5284	Set up and check sound equipment	2	7	45	Portfolio
TT53	H/503/5245	Co-ordinate the sound requirements for a rehearsal	3	4	26	Portfolio
TT54	T/503/5248	Record sound for a live performance	3	6	25	Portfolio
TT55	M/503/5247	Understand how to record sound for a live performance	3	8	66	Portfolio
TT56	J/503/5254	Manage live performance tours	3	4	25	Portfolio
TT30	F/503/5320	Install electrical equipment for a live performance	2	8	55	Portfolio
TT57	T/503/5251	Supervise sound operation for a live performance	3	7	52	Portfolio
TT58	A/503/5252	Implement the use of CCTV equipment to support sound and lighting systems	3	3	19	Portfolio
TT59	Y/503/5257	Research and develop ideas for a live production	3	5	41	Portfolio
TT60	K/503/5280	Set up flying equipment and components for use during a live performance	3	7	23	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT61	T/503/5279	Understand how to set up flying equipment and components for use during a live performance	3	4	35	Portfolio
TT62	M/503/5281	Organise technical communications for a live performance	3	7	33	Portfolio
TT28	H/503/5293	Ensure the safe and efficient loading of vehicles used within the entertainment industry	2	2	14	Portfolio
TT29	K/503/5294	Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	2	2	9	Portfolio
TT63	D/503/5275	Assist with the running of an ongoing production	3	6	36	Portfolio

## Pathway B2: Lighting

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT41	L/601/6943	Rehearsing and plotting the lighting	3	3	18	Portfolio
TT42	F/601/6812	Sourcing lighting and special effects equipment and consumables	3	3	18	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT43	T/601/6807	Oversee the setting up, focusing of lighting and checking of control systems and accessories	3	3	18	Portfolio
TT44	M/601/6806	Operating lighting for a live performance in the theatre	3	3	18	Portfolio
TT12	Y/601/6931	Operating a follow spot for a live performance	2	3	21	Portfolio
TT45	L/601/6814	Supervising getting in and getting out in technical theatre	3	3	18	Portfolio
TT46	Y/601/6816	Supervising the reporting of common faults in stage and lighting equipment in theatre and live performance	3	2	12	Portfolio
TT47	H/601/6818	Supervising the operation of lighting control systems	3	3	18	Portfolio
TT48	Y/601/6802	Evaluating lighting plans for a live performance	3	1	6	Portfolio
TT2	T/601/6726	Cleaning up own work area	2	2	14	Portfolio
TT49	H/601/6687	Conduct a health and safety risk assessment of the workplace	3	6	32	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT10	L/601/5971	Manual handling and lifting loads	2	2	18	Portfolio

## Pathway B3: Stage

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT10	L/601/5971	Manual handling and lifting loads	2	2	18	Portfolio
TT68	L/601/7509	Contribute to safeguarding children, young people and vulnerable adults	3	3	18	Portfolio
TT49	H/601/6687	Conduct a health and safety risk assessment of the workplace	3	6	32	Portfolio
TT45	L/601/6814	Supervising getting in and getting out in technical theatre	3	3	18	Portfolio
TT56	J/503/5254	Manage live performance tours	3	4	25	Portfolio
TT69	R/503/5256	Interpret designs for sets and props	3	6	33	Portfolio
TT59	Y/503/5257	Research and develop ideas for a live production	3	5	41	Portfolio
TT32	F/503/5253	Assist with the running of a live performance	3	4	24	Portfolio
TT64	K/503/5277	Source materials and equipment for sets	3	8	42	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT65	M/503/5278	Manufacture sets	3	6	35	Portfolio
TT60	K/503/5280	Set up flying equipment and components for use during a live performance	3	7	23	Portfolio
TT61	T/503/5279	Understand how to set up flying equipment and components for use during a live performance	3	4	35	Portfolio
TT28	H/503/5293	Ensure the safe and efficient loading of vehicles used within the entertainment industry	2	2	14	Portfolio
TT29	K/503/5294	Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	2	2	9	Portfolio
TT30	F/503/5320	Install electrical equipment for a live performance	2	8	55	Portfolio
TT66	F/505/1307	Supervising the set up and operation of special effects for live performances	3	4	30	Portfolio
TT67	T/505/1305	Maintaining production items and equipment	3	6	40	Portfolio

## Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT63	D/503/5275	Assist with the running of an ongoing production	3	6	36	Portfolio

## Optional Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT41	L/601/6943	Rehearsing and plotting the lighting	3	3	18	Portfolio
TT42	F/601/6812	Sourcing lighting and special effects equipment and consumables	3	3	18	Portfolio
TT43	T/601/6807	Oversee the setting up, focusing of lighting and checking of control systems and accessories	3	3	18	Portfolio
TT44	M/601/6806	Operating lighting for a live performance in the theatre	3	3	18	Portfolio
TT12	Y/601/6931	Operating a follow spot for a live performance	2	3	21	Portfolio
TT45	L/601/6814	Supervising getting in and getting out in technical theatre	3	3	18	Portfolio
TT46	Y/601/6816	Supervising the reporting of common faults in stage and lighting equipment in theatre and live performance	3	2	12	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT47	H/601/6818	Supervising the operation of lighting control systems	3	3	18	Portfolio
TT48	Y/601/6802	Evaluating lighting plans for a live performance	3	1	6	Portfolio
TT2	T/601/6726	Cleaning up own work area	2	2	14	Portfolio
TT49	H/601/6687	Conduct a health and safety risk assessment of the workplace	3	6	32	Portfolio
TT10	L/601/5971	Manual handling and lifting loads	2	2	18	Portfolio
TT30	F/503/5320	Install electrical equipment for a live performance	2	8	55	Portfolio
TT50	J/503/5240	Develop and refine ideas for sound requirements in live performance	3	6	43	Portfolio
TT51	L/503/5241	Plan sound requirements for a live performance	3	6	44	Portfolio
TT52	D/503/5244	Source sound equipment	3	5	38	Portfolio
TT17	F/503/5284	Set up and check sound equipment	2	7	45	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT53	H/503/5245	Co-ordinate the sound requirements for a rehearsal	3	4	26	Portfolio
TT54	T/503/5248	Record sound for a live performance	3	6	25	Portfolio
TT55	M/503/5247	Understand how to record sound for a live performance	3	8	66	Portfolio
TT57	T/503/5251	Supervise sound operation for a live performance	3	7	52	Portfolio
TT58	A/503/5252	Implement the use of CCTV equipment to support sound and lighting systems	3	3	19	Portfolio
TT32	F/503/5253	Assist with the running of a live performance	3	4	24	Portfolio
TT56	J/503/5254	Manage live performance tours	3	4	25	Portfolio
TT59	Y/503/5257	Research and develop ideas for a live production	3	5	41	Portfolio
TT64	K/503/5277	Source materials and equipment for sets	3	8	42	Portfolio
TT65	M/503/5278	Manufacture sets	3	6	35	Portfolio
TT60	K/503/5280	Set up flying equipment and components for use during a live	3	7	23	Portfolio



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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
		performance				
TT61	T/503/5279	Understand how to set up flying equipment and components for use during a live performance	3	4	35	Portfolio
TT62	M/503/5281	Organise technical communications for a live performance	3	7	33	Portfolio
TT28	H/503/5293	Ensure the safe and efficient loading of vehicles used within the entertainment industry	2	2	14	Portfolio
TT29	K/503/5294	Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	2	2	9	Portfolio
TT36	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	2	3	26	Portfolio
TT37	T/600/8948	Manage and market own freelance services	3	6	60	Portfolio
TT66	F/505/1307	Supervising the set up and operation of special effects for live performances	3	4	30	Portfolio
TT67	T/505/1305	Maintaining production items and equipment	3	6	40	Portfolio
TT63	D/503/5275	Assist with the running of an ongoing production	3	6	36	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
TT38	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	3	4	28	Portfolio

## Age Restriction

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

- 16-18
- 19+

## 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).

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- 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 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management
- Career progression.

## Assessment

### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

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

- Meet the assessment criteria
- Achieve the learning outcomes.

### 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

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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 quality assure the assessment and internal quality assurance 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.

## 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

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- 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 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** - Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experienced workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding

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.

**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 IQA's.

**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

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- 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 business.
- 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.

**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 business.
- 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 competence to deliver these functions. BIIAB recognises this

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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.

## 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:

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- where for the learner to be assessed performing this task in a real working environment could be deemed to pose risks to 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.

## 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 Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## 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.



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BIIAB Qualifications Limited 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.

## Resources

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

- Evidence matrices for the competence / NVQ units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

## Evidence matrixes

BIIAB Qualifications Limited 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 and 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 quickly to locate the evidence which is being submitted to demonstrate competence.

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 (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)

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- 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 Qualifications Limited includes the mandatory units within this guidance document.

## Learner Summative Reflection

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

## 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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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### 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 guidance document will be in the format below:

#### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<https://www.qiw.wales/>).

#### 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 Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

#### Level

This identifies the level of demand 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 National Occupational Standards and the level descriptors.

#### Credit

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

#### Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could

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reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

## Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to 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.

## Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners

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- 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at

<https://www.biiab.co.uk/policies-and-procedures/>

## Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification.

## Keeping up to date with technical and production developments in the live arts

<b>Unit Reference</b>	H/601/6740
<b>BIIAB Reference</b>	TT1
<b>Level</b>	2
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	14
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to gather a range of information about technical and production developments in the live arts and then be able to analyse the information.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.2)</b> 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

## Develop effective working relationships with colleagues in a theatre setting

<b>Unit Reference</b>	K/601/7016
<b>BIIAB Reference</b>	TT39
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to develop effective working relationships with colleagues.
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.8)</b> The learner can:
1. Know how to develop effective working relationships with colleagues in a theatre setting	<p>1.1 Explain the relevant organisational policies and procedures for developing effective working relationships that relate to:</p> <ul style="list-style-type: none"> <li>• health, safety and security</li> <li>• quality standards</li> <li>• confidentiality</li> <li>• equality and diversity</li> </ul> <p>1.2 Describe own role and responsibilities and those of colleagues</p> <p>1.3 Explain the importance of good communication methods</p> <p>1.4 Explain the importance of feedback to improve work performance</p> <p>1.5 Identify learning needs and the opportunities for learning that are available</p> <p>1.6 Explain how to deal constructively with misunderstandings and difficulties that can arise in working relationships</p>
2. Be able to develop effective working relationships with colleagues in a theatre setting	<p>2.1 Communicate with colleagues effectively</p> <p>2.2 Confirm tasks, priorities and responsibilities clearly and accurately with colleagues</p>

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	<p>2.3 Respond to requests from colleagues that fall within your responsibility</p> <p>2.4 Report any circumstances that prevent the achievement of quality standards</p> <p>2.5 Obtain information and assistance from colleagues</p> <p>2.6 Seek relevant feedback on work achievements and performance from relevant people</p> <p>2.7 Determine own learning needs based on feedback and observation of own performance</p> <p>2.8 Agree a learning plan that outlines realistic development opportunities and timescales</p>
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## Ensure responsibility for actions to reduce risks to health and safety

<b>Unit Reference</b>	A/601/5867
<b>BIIAB Reference</b>	TT40
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	38
<b>Unit Summary</b>	The purpose of this unit is to provide the learner with the knowledge to identify hazards and reduce the risks to health and safety in the workplace.
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.5)</b> The learner can:
1. Be able to identify the hazards and evaluate the risks in the workplace	1.1 Identify workplace instructions that are relevant to them and their job role  1.2 Identify working practices and hazards in the workplace that could be harmful  1.3 Evaluate the hazards and prioritise in risk order  1.4 Report hazard(s) to the responsible
2. Be able to reduce the risks to health and safety in the workplace	2.1 Perform work activities at own level of competence in accordance with identified health and safety: <ul style="list-style-type: none"> <li>• workplace policies</li> <li>• instructions and procedures,</li> <li>• suppliers and manufacturers' information and</li> <li>• relevant legal requirements</li> </ul> 2.2 Manage hazards in accordance with workplace instructions and legal requirements  2.3 Report any differences between workplace instructions and supplier/manufacture instructions

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<p>3. Know how to reduce the risks to health and safety in the workplace</p>	<p>3.1 Explain their responsibility in remaining alert to hazards and risks</p> <p>3.2 Describe own responsibilities and scope for action in controlling risk</p> <p>3.3 Explain the importance of adhering to health and safety policies and practices</p> <p>3.4 Describe where and when to get additional health and safety assistance</p> <p>3.5 Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace</p>
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