Qualification Guidance Document

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

Wales – C00/4940/9

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

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Specification Code

The specification code is C6000-03.

Issue	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
2.3	August 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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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								
Qualification Purpose	To obtain and then demonstrate the knowledge and skills to work within the technical theatre support industry, including backstage operations.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Qualifications Wales							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/09/2023							
Review Date	31/08/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	148 hours							
Total Qualification Time (TQT)	300 hours							
Credit Value	30							
BIIAB Qualifications Limited Sector	Creative, Cultural and Design							
Regulator Sector	09.2 Crafts, creative arts and design							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Qualifications Wales. The qualification has a unique Qualification QW Approval/Designation Number which is shown below.

The Qualification QW Approval/Designation Number will be displayed on the final certificate for the qualification.

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

Pre-requisites

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 e.g.:
  - 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 – e.g. 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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage

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:

- 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**

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 10				

Develop effective working relationships with colleagues in a theatre setting	K/601/7016 TT39	3	4	15
Ensure responsibility for actions to reduce risks to health and safety	A/601/5867 TT40	3	4	38
Keeping up to date with technical and production developments in the live arts	H/601/6740 TT1	2	2	14
Optional Group B – Pathway B1: Sound				
Manual handling and lifting loads	L/601/5971 TT10	2	2	18
Contribute to safeguarding children, young people and vulnerable adults	L/601/7509 TT68	3	3	18
Conduct a health and safety risk assessment of the workplace	H/601/6687 TT49	3	6	32
Supervising getting in and getting out in technical theatre	L/601/6814 TT45	3	3	18
Cleaning up own work area	T/601/6726 TT2	2	2	14
Develop and refine ideas for sound requirements in live performance	J/503/5240 TT50	3	6	43
Plan sound requirements for a live performance	L/503/5241 TT51	3	6	44
Source sound equipment	D/503/5244 TT52	3	5	38
Set up and check sound equipment	F/503/5284 TT17	2	7	45
Co-ordinate the sound requirements for a rehearsal	H/503/5245 TT53	3	4	26
Record sound for a live performance	T/503/5248 TT54	3	6	25
Understand how to record sound for a live performance	M/503/5247 TT55	3	8	66
Manage live performance tours	J/503/5254 TT56	3	4	25
Install electrical equipment for a live performance	F/503/5320 TT30	2	8	55

Supervise sound operation for a live performance	T/503/5251 TT57	3	7	52
Implement the use of CCTV equipment to support sound and lighting systems	A/503/5252 TT58	3	3	19
Research and develop ideas for a live production	Y/503/5257 TT59	3	5	41
Set up flying equipment and components for use during a live performance	K/503/5280 TT60	3	7	23
Understand how to set up flying equipment and components for use during a live performance	T/503/5279 TT61	3	4	35
Organise technical communications for a live performance	M/503/5281 TT62	3	7	33
Ensure the safe and efficient loading of vehicles used within the entertainment industry	H/503/5293 TT28	2	2	14
Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	K/503/5294 TT29	2	2	9
Assist with the running of an ongoing production	D/503/5275 TT63	3	6	36
Optional Group B – Pathway B2: Lighting				
Rehearsing and plotting the lighting	L/601/6943 TT41	3	3	18
Sourcing lighting and special effects equipment and consumables	F/601/6812 TT42	3	3	18
Oversee the setting up, focusing of lighting and checking of control systems and accessories	T/601/6807 TT43	3	3	18
Operating lighting for a live performance in the theatre	M/601/6806 TT44	3	3	18
Operating a follow spot for a live performance	Y/601/6931 TT12	2	3	21

Supervising getting in and getting out in technical theatre	L/601/6814 TT45	3	3	18
Supervising the reporting of common faults in stage and lighting equipment in theatre and live performance	Y/601/6816 TT46	3	2	12
Supervising the operation of lighting control systems	H/601/6818 TT47	3	3	18
Evaluating lighting plans for a live performance	Y/601/6802 TT48	3	1	6
Cleaning up own work area	T/601/6726 TT2	2	2	14
Conduct a health and safety risk assessment of the workplace	H/601/6687 TT49	3	6	32
Manual handling and lifting loads	L/601/5971 TT10	2	2	18
Optional Group B – Pathway B3: Stage				
Manual handling and lifting loads	L/601/5971 TT10	2	2	18
Contribute to safeguarding children, young people and vulnerable adults	L/601/7509 TT68	3	3	18
Conduct a health and safety risk assessment of the workplace	H/601/6687 TT49	3	6	32
Supervising getting in and getting out in technical theatre	L/601/6814 TT45	3	3	18
Manage live performance tours	J/503/5254 TT56	3	4	25
Interpret designs for sets and props	R/503/5256 TT69	3	6	33
Research and develop ideas for a live production	Y/503/5257 TT59	3	5	41
Assist with the running of a live performance	F/503/5253 TT32	3	4	24
Source materials and equipment for sets	K/503/5277 TT64	3	8	42
Manufacture sets	M/503/5278 TT65	3	6	35

Set up flying equipment and components for use during a live performance	K/503/5280 TT60	3	7	23
Understand how to set up flying equipment and components for use during a live performance	T/503/5279 TT61	3	4	35
Ensure the safe and efficient loading of vehicles used within the entertainment industry	H/503/5293 TT28	2	2	14
Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	K/503/5294 TT29	2	2	9
Install electrical equipment for a live performance	F/503/5320 TT30	2	8	55
Supervising the set up and operation of special effects for live performances	F/505/1307 TT66	3	4	30
Maintaining production items and equipment	T/505/1305 TT67	3	6	40
Assist with the running of an ongoing production	D/503/5275 TT63	3	6	36
Optional Group C				
Rehearsing and plotting the lighting	L/601/6943 TT41	3	3	18
Sourcing lighting and special effects equipment and consumables	F/601/6812 TT42	3	3	18
Oversee the setting up, focusing of lighting and checking of control systems and accessories	T/601/6807 TT43	3	3	18
Operating lighting for a live performance in the theatre	M/601/6806 TT44	3	3	18
Operating a follow spot for a live performance	Y/601/6931 TT12	2	3	21
Supervising getting in and getting out in technical theatre	L/601/6814 TT45	3	3	18

Supervising the reporting of common faults in stage and lighting equipment in theatre and live performance	Y/601/6816 TT46	3	2	12
Supervising the operation of lighting control systems	H/601/6818 TT47	3	3	18
Evaluating lighting plans for a live performance	Y/601/6802 TT48	3	1	6
Cleaning up own work area	T/601/6726 TT2	2	2	14
Conduct a health and safety risk assessment of the workplace	H/601/6687 TT49	3	6	32
Manual handling and lifting loads	L/601/5971 TT10	2	2	18
Install electrical equipment for a live performance	F/503/5320 TT30	2	8	55
Develop and refine ideas for sound requirements in live performance	J/503/5240 TT50	3	6	43
Plan sound requirements for a live performance	L/503/5241 TT51	3	6	44
Source sound equipment	D/503/5244 TT52	3	5	38
Set up and check sound equipment	F/503/5284 TT17	2	7	45
Co-ordinate the sound requirements for a rehearsal	H/503/5245 TT53	3	4	26
Record sound for a live performance	T/503/5248 TT54	3	6	25
Understand how to record sound for a live performance	M/503/5247 TT55	3	8	66
Supervise sound operation for a live performance	T/503/5251 TT57	3	7	52
Implement the use of CCTV equipment to support sound and lighting systems	A/503/5252 TT58	3	3	19
Assist with the running of a live performance	F/503/5253 TT32	3	4	24

Manage live performance tours	J/503/5254 TT56	3	4	25
Research and develop ideas for a live production	Y/503/5257 TT59	3	5	41
Source materials and equipment for sets	K/503/5277 TT64	3	8	42
Manufacture sets	M/503/5278 TT65	3	6	35
Set up flying equipment and components for use during a live performance	K/503/5280 TT60	3	7	23
Understand how to set up flying equipment and components for use during a live performance	T/503/5279 TT61	3	4	35
Organise technical communications for a live performance	M/503/5281 TT62	3	7	33
Ensure the safe and efficient loading of vehicles used within the entertainment industry	H/503/5293 TT28	2	2	14
Ensure the safe and efficient un-loading of vehicles used within the entertainment industry	K/503/5294 TT29	2	2	9
Understanding the core knowledge needed by those who work with children and young people	T/502/7537 TT36	2	3	26
Manage and market own freelance services	T/600/8948 TT37	3	6	60
Supervising the set up and operation of special effects for live performances	F/505/1307 TT66	3	4	30
Maintaining production items and equipment	T/505/1305 TT67	3	6	40
Assist with the running of an ongoing production	D/503/5275 TT63	3	6	36
Understanding the core knowledge needed by those who work with children and young people, and its impact	D/505/3355 TT38	3	4	28

Aim

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.

Target Group

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

- 16-18
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Resources

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

- Purpose Statement
- Assessment Strategy

- Learner Unit Achievement Checklist
- Evidence matrices for the competence / NVQ units

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

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

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Keeping up to date with technical and production developments in the live arts		
Unit Reference	H/601/6740	
Level	2	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	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.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.2)**	
The learner will	**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		
Unit Reference	K/601/7016	
Level	3	
Credit Value	4	
Guided Learning (GL)	15	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to develop effective working relationships with colleagues.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.8)**	
The learner will	**The learner can**	
1. Know how to develop effective working relationships with colleagues in a theatre setting	1.1	Explain the relevant organisational policies and procedures for developing effective working relationships that relate to: > health, safety and security > quality standards > confidentiality > equality and diversity
	1.2	Describe own role and responsibilities and those of colleagues
	1.3	Explain the importance of good communication methods
	1.4	Explain the importance of feedback to improve work performance
	1.5	Identify learning needs and the opportunities for learning that are available
	1.6	Explain how to deal constructively with misunderstandings and difficulties that can arise in working relationships
2. Be able to develop effective working relationships with	2.1	Communicate with colleagues effectively

colleagues in a theatre setting	2.2	Confirm tasks, priorities and responsibilities clearly and accurately with colleagues
	2.3	Respond to requests from colleagues that fall within your responsibility
	2.4	Report any circumstances that prevent the achievement of quality standards
	2.5	Obtain information and assistance from colleagues
	2.6	Seek relevant feedback on work achievements and performance from relevant people
	2.7	Determine own learning needs based on feedback and observation of own performance
	2.8	Agree a learning plan that outlines realistic development opportunities and timescales

Ensure responsibility for actions to reduce risks to health and safety		
Unit Reference	A/601/5867	
Level	3	
Credit Value	4	
Guided Learning (GL)	38	
Unit Summary	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.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**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: > workplace policies > instructions and procedures, > suppliers and manufacturers' information and > relevant legal requirements
	2.2	Manage hazards in accordance with workplace instructions and legal requirements
	2.3	Report any differences between workplace instructions and supplier/manufacturer instructions

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

Optional Unit Details

Rehearsing and plotting the lighting		
Unit Reference	L/601/6943	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in rehearsing and plotting lighting for a production. Learners will clarify design requirements, identify equipment and plot and operate lighting during rehearsals. They will also respond to production changes and suggest solutions to lighting problems or report equipment faults.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Be able to clarify the requirements for the lighting design of the production with the appropriate people	1.1	Discuss and agree with the appropriate people the requirements for the lighting design for a production
	1.2	Identify the relevant lighting equipment needed to meet the production requirements
2. Be able to carry out activities to plot and rehearse lighting in line with the design requirements	2.1	Plot lighting promptly and efficiently according to production requirements
	2.2	Operate lighting correctly and according to cues during rehearsal
	2.3	Make any changes to lighting in line with changes to production requirements
3. Be able to understand how to deal with problems that occur appropriately	3.1	Describe how to report any problems or faults with equipment promptly

	3.2	Make suggestions or offer solutions for problems with lighting in line with production requirements

Sourcing lighting and special effects equipment and consumables		
Unit Reference	F/601/6812	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's skills in sourcing lighting and special effects equipment and consumables to meet production requirements. Learners will confirm specifications, budgets and timescales, identify potential suppliers and acquire suitable items through negotiation. They will also check supplied items, obtain necessary licences or permissions and maintain accurate expenditure records.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Be able to identify and confirm the equipment and consumables that are needed to meet the lighting design requirements	1.1	Discuss and agree with the appropriate people the equipment and consumables needed to meet the lighting design requirements
	1.2	Confirm the production requirements including quantity, quality, type, size and delivery schedules
	1.3	Confirm the production constraints including the budget allocated for buying or hiring new items and the timescales for acquiring the agreed items
2. Be able to identify a range of suppliers and sources from which to obtain the equipment and consumables needed	2.1	Carry out a detailed breakdown of the items required and develop a plan for how to acquire them
	2.2	Identify at least two potential sources of equipment and consumables that meet

		the production requirements and constraints
3. Be able to obtain the equipment and consumables needed taking account of budget constraints, licences and permissions, health and safety requirements and deadlines	3.1	Acquire the required items through negotiation and communication with suppliers, ensuring that they meet the production requirements and constraints
	3.2	Obtain any necessary licences or permissions for purchasing, transporting and storing the items
	3.3	Check that the items supplied meet the production requirements and constraints and take the appropriate action to resolve any problems
	3.4	Keep accurate records of expenditure against the budget

Oversee the setting up, focusing of lighting and checking of control systems and accessories		
Unit Reference	T/601/6807	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's skills in overseeing the setting up and focusing of lighting and the checking of associated systems and accessories. Learners will clarify requirements, brief team members and monitor activities to ensure equipment is installed safely and correctly. They will also oversee fault resolution, maintain records and check that equipment is stored appropriately.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Be able to clarify the requirements and plans for items and equipment and relate these appropriately to team members	1.1	Discuss and agree the lighting requirements and equipment with the appropriate people
	1.2	Communicate with team members to ensure that they understand the requirements
2. Be able to communicate clearly with the team to ensure that all activities are carried out appropriately by team members	2.1	Check that team members have the equipment they require to carry out setting and focusing of lighting
	2.2	Communicate appropriately with team members to give clear instructions about the activities that need to be carried out by individuals
	2.3	Communicate appropriately with other teams to ensure that lighting is connected and focused according to production requirements

3. Be able to carry out checking procedures to ensure that equipment and items have been installed safely and correctly and checked appropriately by team members	3.1	Check the work of other team members to ensure that tasks have been carried out as directed
	3.2	Communicate with team members using the correct signals and terminology to give and receive instructions
	3.3	Check that team members have carried out their tasks correctly and according to production requirements
4. Be able to keep accurate records of the storage and use of items and equipment and resolve any issues relating to items that are damaged or broken	4.1	Check that equipment works correctly and that any reported faults are dealt with using the appropriate procedures
	4.2	Maintain accurate records of faulty, damaged or broken items and arrange for their replacement or repair as appropriate
	4.3	Check that equipment is stored appropriately and that any necessary records are accurate and up to date

Operating lighting for a live performance in the theatre		
Unit Reference	M/601/6806	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in operating lighting for a live theatre performance. Learners will interpret requirements, prepare equipment, carry out pre-show checks and operate lighting in response to prompts and cues. They will also monitor equipment, communicate changes and understand procedures for faults and emergencies.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Be able to understand the lighting requirements for the performance	1.1	Describe the regulations and requirements relating to working with electrical equipment as related to operating lighting
	1.2	Identify and select the equipment needed for the production and record and check any amendments to plot and cue lists
2. Be able to prepare the required equipment and carry out all pre-show checks appropriately	2.1	Prepare the selected equipment appropriately
	2.2	Carry out pre-show checks to ensure that all equipment is working correctly and safely
	2.3	Communicate appropriately with others to ensure that lighting equipment is connected and focused as required
3. Operate the equipment appropriately and safely	3.1	Operate the equipment to prompt and cue to ensure that the agreed position, effect or state is achieved

throughout the performance	3.2 3.3	Communicate effectively with others during the performance and respond promptly and appropriately to any changes Check and monitor equipment during the performance to ensure that everything works correctly
4. Know how to report or resolve issues or problems during the performance	4.1 4.2 4.3	Identify common problems that may occur during a performance and suggest how they might be solved Describe the reporting procedures for faults or problems during the performance Describe the emergency procedures for lighting during a performance

Operating a follow spot for a live performance		
Unit Reference	Y/601/6931	
Level	2	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in preparing and operating follow spots for a live performance. Learners will interpret lighting requirements, maintain plot information, carry out pre-show checks and operate follow spots accurately to cues. They will also communicate with others, monitor equipment and understand how to report problems and respond to emergencies.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Be able to understand the lighting requirements for the performance in relation to the operation of follow spots	1.1	Describe the health and safety regulations relating to working with electrical equipment as related to operating a follow spot
	1.2	Identify the correct equipment needed for the operation of follow spots for the production and record any amendments to plot and cue lists
	1.3	Create a new plot sheet from direction
2. Be able to prepare the follow spots and carry out all pre-show checks appropriately	2.1	Carry out activities to prepare the follow spots
	2.2	Carry out pre-show checks to follow spots as directed
3. Operate the follow spots appropriately and safely throughout the performance	3.1	Operate the follow spots according to cue to ensure that the agreed position, effect or state is achieved

	3.2 3.3	Communicate effectively with others during the performance and respond appropriately to any changes as directed by their supervisor Carry out regular checks of follow spots during the performance to ensure that everything works correctly
4. Know how to deal with problems and emergency situations	4.1 4.2	Identify who to report any problems to and how to report them Describe what to do in relation to the operation of follow spots if there is an emergency situation during the performance

Supervising getting in and getting out in technical theatre		
Unit Reference	L/601/6814	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's skills in supervising getting in and getting out activities in technical theatre. Learners will agree tasks and timescales, brief team members and oversee the safe and efficient movement of components. They will also support the team and supervise the packing and storage of equipment and items.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.2)**	
The learner will	**The learner can**	
1. Be able to agree the requirements for getting in and getting out and communicate these to the team	1.1	Discuss and agree with the appropriate people the tasks to be completed, the timescales and requirements
	1.2	Communicate with team members appropriately to give instructions on the activities that need to be carried out by individuals
	1.3	Check that the area where the components will be moved is prepared appropriately and is clean and tidy
2. Be able to supervise getting in and getting out activities	2.1	Instruct team members on which components are to trash, retrieve, store or transport
	2.2	Check that team members move items as directed to the correct location efficiently and safely

	2.3	Check that team members use correct and safe techniques for manual handling and manoeuvring of items
	2.4	Support and advise team members to ensure that the operation goes smoothly
3. Be able to supervise the checking and storage of equipment and items	3.1	Instruct team members on the items to be stored and packed and the tasks that need to be completed
	3.2	Check that items identified for storage are packed and stored according to instructions

Supervising the reporting of common faults in stage and lighting equipment in theatre and live performance		
Unit Reference	Y/601/6816	
Level	3	
Credit Value	2	
Guided Learning (GL)	12	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in supervising the identification, reporting and repair of common stage and lighting equipment faults. Learners will monitor equipment checks and repairs carried out by team members in line with organisational procedures and health and safety requirements. They will also check records and provide appropriate support, advice and constructive feedback.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand fault identification and reporting procedures	1.1	Describe the organisation's procedures for reporting and/or resolving faults with stage and lighting equipment
	1.2	Describe their responsibilities in managing the reporting and resolution of faults
2. Be able to supervise checks on light and stage equipment	2.1	Monitor the work of team members to ensure that lighting and stage equipment: > is working correctly > complies with health and safety requirements > has been correctly assembled
3. Be able to supervise fault repairs by team members	3.1	Monitor the work of team members appropriately in identifying and repairing a common fault to a given piece of stage or lighting equipment

	3.2	Check that the team member has provided accurate records of the activities carried out
	3.3	Support and advise team members appropriately, giving constructive feedback as necessary

Supervising the operation of lighting control systems		
Unit Reference	H/601/6818	
Level	3	
Credit Value	3	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in supervising the operation of lighting control systems for a live performance. Learners will clarify lighting requirements, brief the team and oversee equipment preparation, pre-show checks and operation to prompts and cues. They will also monitor equipment, support team members and understand their responsibilities when dealing with problems or emergencies.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Be able to clarify and communicate the lighting requirements for the performance	1.1	Clarify and agree with the appropriate people the lighting requirements for the performance
	1.2	Brief team members appropriately on the lighting requirements, giving guidance on the types and quantities of equipment required
2. Supervise the preparation of the required equipment and pre-show checks	2.1	Monitor the work of the team in preparing the required equipment to ensure that it meets the production requirements
	2.2	Give constructive feedback and support team members as appropriate
3. Supervise the operation of the equipment throughout the performance	3.1	Give clear instructions to team members on the operation of the equipment according to prompt and cue to ensure that the agreed position, effect or state is achieved

	3.2 3.3	Communicate appropriately with team members during the performance to ensure that they respond appropriately to any changes Monitor the equipment during the performance to ensure that everything works correctly
4. Know how to deal with problems and emergency situations	4.1 4.2	Describe the reporting procedures for problems Describe their role and responsibilities if there is an emergency situation during the performance

Evaluating lighting plans for a live performance		
Unit Reference	Y/601/6802	
Level	3	
Credit Value	1	
Guided Learning (GL)	6	
Unit Summary	The purpose of this unit is to develop the learner's skills in analysing and evaluating lighting plans for live performance. Learners will examine key features, including the key, rigging points, elevation and scale. They will explain how a lighting plan informs the preparation and operation of lighting for a performance.	
Learning Outcomes (1 to 1)	**Assessment Criteria (1.1 to 1.2)**	
The learner will	**The learner can**	
1. Be able to analyse and evaluate a lighting plan for a given live performance	1.1	Analyse the main features of the lighting plan including: > The key > Rigging points > Elevation > Scale
	1.2	Evaluate a given plan to explain how it relates to the preparation and operation of lighting for the performance

Cleaning up own work area		
Unit Reference	T/601/6726	
Level	2	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in cleaning and maintaining a safe, tidy work area. Learners will select and use appropriate cleaning materials in line with organisational policies and procedures. They will also check cleaning standards, store reusable materials and tools safely and dispose of waste appropriately.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**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

Conduct a health and safety risk assessment of the workplace		
Unit Reference	H/601/6687	
Level	3	
Credit Value	6	
Guided Learning (GL)	32	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in conducting and reviewing workplace health and safety risk assessments. Learners will prepare assessments, identify hazards, evaluate and prioritise risks and record appropriate control measures and actions. They will also communicate findings, review changes in working practices and recognise their responsibilities and when to seek expert advice.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.4)**	
The learner will	**The learner can**	
1. Be able to prepare for a workplace risk assessment	1.1	Evaluate the workplace to decide areas for risk assessment
	1.2	Select the method of hazard identification appropriate to the workplace being assessed and in line with legal requirements
	1.3	List the hazards in a way which meets legal, good practice and workplace requirements
	1.4	Recognise own limitations and seek expert advice and guidance on operational controls when appropriate
2. Be able to identify hazards in the workplace	2.1	Make sure the hazard investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur with impact on:

		> people in the workplace and > other people
3. Be able to conduct a risk assessment of the workplace	3.1	Carry out risk assessment of the hazards identified using appropriate documentation
	3.2	Assess the level of risk and how risks can be controlled to minimise harm
	3.3	Assess the level of risk, identifying those that could not be eliminated
	3.4	Prioritise hazards which could result in serious harm to people at work and other people
	3.5	Identify control measures and implement and record them, including actions with expected completion dates
	3.6	Identify changes to policies and practices resulting from the risk assessment
	3.7	Deliver findings of the risk assessment with actions identified
4. Be able to review risk assessment	4.1	Instigate a review that compares the latest risk assessment to current workplace and working practices and identify any significant differences between previous and new working practices
	4.2	Plan action to be taken resulting from the findings and: > identify new hazards arising from change > make changes to the risk assessment to include them > promptly inform everyone affected by the changes
5. Know the employers responsibility for risk	5.1	Explain own responsibilities for health and safety as defined by current legislation and:

assessments as required by current legislation		> specific legislation covering own job role > particular health and safety risks which may affect own job role and precautions required
	5.2	Identify resources for the risk assessment to take place and: > how and where to find expert advice and guidance > the work areas and people for whom the learner is carrying out the risk assessment > the work activities of the people in the workplace where the learner is carrying out the risk assessment
	5.3	Describe the purpose, legal implications and importance of carrying out risk assessments and: > the methods of identifying hazards including direct observation, examining records and conducting interviews > the workplace hazards most likely to cause harm > the importance of remaining alert to the presence of hazards in the workplace > the importance of dealing with or promptly reporting risks
	5.4	Apply effective communication methods

Manual handling and lifting loads		
Unit Reference	L/601/5971	
Level	2	
Credit Value	2	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in handling and lifting loads safely. Learners will understand organisational guidelines, manufacturers' instructions and the risks associated with unsafe techniques. They will plan safe routes, check equipment and use appropriate safety measures and approved lifting and handling techniques.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand procedures and instructions for handling and lifting loads	1.1	Describe company guidelines for handling and lifting loads
	1.2	Give examples of manufacturer's instructions for using lifting and handling equipment
	1.3	Give examples of the consequences of using unsafe techniques to self and others
2. Understand how to prepare for handling and lifting loads	2.1	Explain the reasons for planning a route when moving items
	2.2	Describe the process for identifying if the weight of loads is safe to lift
	2.3	Give examples of how equipment checks are carried out
3. Be able to handle and lift loads	3.1	Perform a range of equipment checks
	3.2	Select safe and efficient routes for moving items

	3.3	Use suitable safety measures before lifting
	3.4	Use approved lifting and handling techniques for a range of loads
	3.5	Use lifting and handling equipment in line with company guidelines and manufacturer's instructions

Install electrical equipment for a live performance		
Unit Reference	F/503/5320	
Level	2	
Credit Value	8	
Guided Learning (GL)	55	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in installing electrical equipment for live performance. Learners will understand relevant legislation, equipment characteristics, installation methods and health and safety requirements. They will install equipment to drawings and specifications, use appropriate tools and check connections, completeness and condition, while recognising documentation and reporting requirements.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**The learner can**	
1. Understand the legislation and regulations that impact on the installation of electrical equipment	1.1	State the relevant legislation that impacts on the installation of electrical equipment in live performance scenarios
	1.2	State the procedures that need to be followed prior to the installation
	1.3	Describe the specific health and safety requirements related to the workplace which apply to the installation
	1.4	Classify the hazards associated with installing electrical equipment
	1.5	State the personal protective equipment (PPE) that should be used when installing electrical equipment
	1.6	State the aspects of the relevant British Standards for Temporary Electrical Systems for Entertainment and Related

		Purposes which relate to the installation activities required
2. Know how different electrical equipment operates	2.1	Describe how a range of different items of equipment and sundries operate in a live performance scenario including: > Cabling > Control systems > Lighting systems > Wiring enclosures
	2.2	Describe how electrical testing equipment should be safely handled
	2.3	Describe the safe methods for lifting and handling equipment during installation
	2.4	Explain how components can be checked against the required specification using measures which include: > Values > Tolerance > Current carrying capacity > Voltage rating > Power rating > Working temperature range
	2.5	Describe the techniques used to terminate electrical equipment including: > Plugs > Soldering > Screwed > Clamped > Crimped connections
3. Know how to safely install electrical equipment	3.1	Describe the different methods of attaching markers and labels to components and cables to assist with identification
	3.2	Describe how to safely adjust components and assemblies to ensure that they function correctly

	3.3	State the importance of making 'off-load' checks before proving the equipment with the electrical supply on
	3.4	Describe the common problems that can occur with the installation of electrical equipment
	3.5	State the documentation to be completed both during and on completion of the installation
	3.6	Identify who problems should be reported to when they exceed the level of your own responsibility
4. Be able to install electrical equipment prior to a live performance	4.1	Install electrical equipment according to relevant drawings and specifications
	4.2	Use correct tools and equipment for the installation task
	4.3	Check that necessary connections are operational
	4.4	Check that the full installation is complete according to the specification
	4.5	Check that installed equipment is free from damage
	4.6	Implement work according to health and safety and other relevant guidelines

Develop and refine ideas for sound requirements in live performance		
Unit Reference	J/503/5240	
Level	3	
Credit Value	6	
Guided Learning (GL)	43	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in developing and refining sound ideas to meet a creative brief. Learners will research sound sources, evaluate options and use feedback to develop an appropriate sound design. They will consider legal, safety, acoustic and equipment requirements while maintaining design records and managing expenditure within available resources.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.10)**	
The learner will	**The learner can**	
1. Know how to develop a sound brief in line with legislative and organisational requirements	1.1	Explain how copyright legislation impacts on the use of music and recorded sound in a live performance
	1.2	Define the safety requirements which apply to different types and sizes of venue
	1.3	Identify their role and responsibilities within the organisation in the development of a creative brief
	1.4	Describe the organisational procedures for documenting sound design work
2. Know how to implement research in the development of a sound design	2.1	Differentiate between the typical staging characteristics associated with different kinds of production including: > Live music > Theatre > Dance > Opera

		> Corporate events > Arenas
	2.2	Critically compare the range of research methods that can be used to develop a sound design
	2.3	Explain how research can be effectively planned
	2.4	Identify the common problems that may be encountered when researching sound sources
	2.5	Explain how problems when researching sound sources can be resolved
	2.6	Explain the role of research in developing ideas and concepts to meet a creative brief
3. Know how to implement a sound design	3.1	Identify the importance of developing a range of sound options
	3.2	Describe how colleagues can be encouraged to explore ideas and provide constructive criticism
	3.3	Explain how their own expertise can be used to contribute to assisting others in reaching decisions
	3.4	Explain the importance of rehearsal and review periods in the testing and refining of the sound design
	3.5	Summarise how confirmation regarding the suitability of the sound design can be gained
	3.6	Describe the principles of acoustics and how they apply to sound system design
	3.7	Summarise the performance characteristics of suitable equipment

	3.8	Define basic electronic principles including: > Impedance > Gain > Attenuation > Signal to noise ratio
	3.9	Explain how load speaker design affects sound distribution and dispersion
	3.10	Explain the concept of Gain Structure and its implications on sound design
4. Be able to develop ideas for sound which meet the creative brief	4.1	Extract the sound design requirements from a creative brief
	4.2	Describe how sound can be used to enhance dramatic effect
	4.3	Identify areas where sound research will be required
	4.4	Evaluate the research sources available to identify those that are most likely to provide the necessary information
	4.5	Assess the accuracy of the information regarding sound sources
	4.6	Select relevant sound sources that meet the requirements of the creative brief
	4.7	Evaluate new sound ideas that are consistent with the creative brief
5. Be able to develop a sound design in accordance with resource constraints	5.1	Evaluate the relevance of prior experiences to identify concepts that may be applied to the sound design
	5.2	Present options for sound to relevant people in a way which develops understanding
	5.3	Question colleagues to obtain constructive criticism on the sound options proposed

	5.4	Confirm the concepts for sound with the relevant people
	5.5	Develop accurate records of the sound design and the methods used to meet it
	5.6	Identify the size and parameters of the budget available
	5.7	Produce records that monitor expenditure against the available budget
	5.8	Present information regarding expenditure to the relevant accounts personnel
	5.9	Identify potential areas for budget overspend
	5.10	Gain agreement for action to resolve budget overspend

Plan sound requirements for a live performance		
Unit Reference	L/503/5241	
Level	3	
Credit Value	6	
Guided Learning (GL)	44	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in planning sound requirements for live performance. Learners will interpret design concepts, clarify responsibilities and assess technical, safety and financial constraints. They will produce a sound plan specifying suitable equipment and positions, providing contingencies for equipment failure and evaluating the plan against production requirements and the budget.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.5)**	
The learner will	**The learner can**	
1. Know the design concepts of the production	1.1	Describe the impact that particular design aspects of the production will have upon the sound requirements including: > Script > Score > Brief
	1.2	Describe the agreed design concepts of the production
	1.3	Describe the intended style of impact that is expected of the production
	1.4	Identify who will be briefed on any alterations to the production requirements
2. Know how to lead the sound design process	2.1	Describe the main design requirements for the production

	2.2	Identify who is responsible for the creative and technical requirements of the production
	2.3	Identify your own responsibilities in the sound design process
	2.4	Describe how an up-to-date knowledge of the design requirements can be maintained
	2.5	State the roles and responsibilities of other members of the creative and production teams engaged in the project
	2.6	Identify who can clarify information when requirements are not clear
3. Know the constraints that impact on the sound design process	3.1	Identify the safety requirements that apply to different types and sizes of venue
	3.2	Identify the relevant health and safety requirements that impact on: > Materials > Processes > Technology Used in the production
	3.3	Describe the quality parameters that are required to be set and agreed
	3.4	Assess the financial constraints that may impact on the sound design
	3.5	Evaluate the flexibility that applies to the identified constraints
4. Know the principles of sound design	4.1	Describe the sound styles and associated qualities that are typically associated with different kinds of production
	4.2	Describe the typical staging characteristics associated with different kinds of production including: > Live music > Theatre

		> Dance > Opera > Corporate events > Arenas
	4.3	State the formats and conventions used in diagrammatic and written specifications
	4.4	Explain the principles of acoustics and how they apply to sound system design
	4.5	Describe the performance characteristics of suitable equipment to meet the production requirements
	4.6	Define basic electronic principles including: > Impedance > Gain > Attenuation > Signal to noise ratio
	4.7	Describe how loudspeaker position affects sound distribution and dispersion
	4.8	Explain the concept of gain structure
5. Be able to identify the sound requirements suitable for the production	5.1	Establish the expectations and preferences of the decision maker
	5.2	Assess the range of information required to inform decision making
	5.3	Evaluate the sound requirements of the production
	5.4	Assess the feasibility of meeting the sound requirements of the production
	5.5	Negotiate suitable changes which may be required of the sound production
	5.6	Establish the parameters of the project budget

	5.7	Assess where budget overspend may occur
	5.8	Develop accurate records of: > Agreed sound requirements of the production > Agreed action to address any budget alterations
6. Be able to develop a sound plan which meets the production requirements	6.1	Specify the most appropriate equipment to meeting the requirements of the production taking account of: > Technical factors > Financial factors > Equipment availability
	6.2	Develop a plan of rig positions for the equipment which takes account of: > Producing the best sound quality > Balance of sound quality throughout the performance area
	6.3	Develop a sound plan that provides for adequate contingencies for equipment failure
	6.4	Assess the suitability of the equipment position to ensure it allows for the intended staging of the production
	6.5	Evaluate the cost effectiveness of the system planned when compared to the project budget

Source sound equipment		
Unit Reference	D/503/5244	
Level	3	
Credit Value	5	
Guided Learning (GL)	38	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in sourcing sound equipment to meet production requirements. Learners will compare equipment and suppliers, develop specifications and obtain quotations within organisational and project constraints. They will negotiate supply or hire arrangements, check supplied items against specifications and maintain accurate budget and equipment records.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.4)**	
The learner will	**The learner can**	
1. Know the sources of information regarding sound equipment	1.1	Describe the sources of information available regarding the availability of sound equipment
	1.2	Describe the range of suppliers of sound equipment available to the organisation
	1.3	Identify the sources of supply used by the organisation
2. Know the criteria used to select sound equipment	2.1	Compare the range of equipment that can be sourced
	2.2	Compare the features of the equipment that can be sourced
	2.3	Describe the benefits of sourcing whole sound systems from external contractors

	2.4	State when it may be appropriate to source whole sound systems from external contractors
	2.5	Define the criteria that can be used to select sound equipment for a given performance
3. Know how to effectively source sound equipment	3.1	Describe the importance of agreeing clear specifications for equipment with clients
	3.2	Explain the role of checking deliveries against specifications when equipment is delivered
	3.3	State the importance of keeping accurate records regarding: > What has been ordered > What has been supplied > Expenditure against the project budget
	3.4	State the records that need to be kept to effectively manage the receipt and return of sound equipment
	3.5	Describe the problems that may impact on the supply of sound equipment
	3.6	Describe the strategies that can be used to reduce the impact of a lack of supply of sound equipment
4. Know the constraints that impact on the selection of sound equipment	4.1	Describe the organisational procedures for the sourcing of sound equipment
	4.2	Describe the organisational policies that impact on the selection of sound equipment including those that refer to: > Quantity > Type > Cost > Delivery schedule > Health and safety requirements

5. Be able to develop a specification for sound equipment within project constraints	5.1	Establish the size and parameters of the available budget
	5.2	Assess where budget overspend may occur
	5.3	Accurately complete records that monitor expenditure against the project budget
	5.4	Develop a specification for equipment and consumables that take account of the sound design
	5.5	Select the most appropriate equipment to meet the requirements of the production
6. Be able to source suitable sound equipment in accordance with the specification	6.1	Obtain quotes for equipment and consumables from a range of suppliers to ensure value for money
	6.2	Assess the relevance of the information provided by potential suppliers
	6.3	Confirm that equipment and consumables supplied meet the agreed specification
	6.4	Negotiate terms and conditions of business with suppliers for the supply and/or hire of sound equipment

Set up and check sound equipment		
Unit Reference	F/503/5284	
Level	2	
Credit Value	7	
Guided Learning (GL)	45	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in setting up and checking sound equipment. Learners will understand equipment characteristics and the regulations relevant to its set-up. They will apply this knowledge to set up equipment and check its performance.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.6)**	
The learner will	**The learner can**	
1. Know how to set up sound equipment	1.1	Identify the expectations of clients for the performance of the sound system
	1.2	State the range of environmentally protective ancillaries required by the needs of the venue or the performance
	1.3	Identify the intended sound sources for a system
	1.4	Describe the labelling requirements and formats that may be used
	1.5	State the set up requirements of a range of sound equipment
	1.6	Identify who needs to be provided with confirmation that the sound system is complete
	1.7	Describe how to check that hired in equipment matches that specified within the inventory

2. Know the characteristics of sound equipment	2.1	Describe the types of sound equipment commonly used
	2.2	Describe the use of acoustic principles in the set up and checking of sound equipment
	2.3	Describe the characteristics of commonly used microphones
	2.4	State the common connector types and their pin configurations
	2.5	Describe the principles of RF transmission systems
	2.6	Describe the principles of in-ear monitoring
3. Know how to set up sound equipment in accordance with regulations	3.1	Describe the relevant safety checking procedures for mains operated equipment
	3.2	State the electrical safety regulations that apply to sound equipment
	3.3	Describe the relevant safety procedures that apply to: > Rigging > Set up > Operation > Between shows > De-rigging > Storage > Transport
	3.4	State the safety requirements that apply to different sizes of venue
4. Be able to set up sound equipment	4.1	Assemble equipment according to the specification and supplier requirements
	4.2	Position aerials to optimise RF pick up
	4.3	Check that RF equipment avoids dead spots

	4.4	Set up transmitters and receivers in a manner that is sensitive to the nature of the event
	4.5	Position and interconnect equipment and cables according to the specification
	4.6	Implement the correct power up procedures
5. Be able to check the performance of sound equipment	5.1	Check that the equipment is located in accordance with the specification
	5.2	Confirm that the system conforms to the performance requirements stated within the specification
	5.3	Check that equipment fitted with batteries have sufficient power for the intended length of use
	5.4	Check that cables meet the relevant performance requirements
	5.5	Implement accurate electro-acoustic analysis to provide an indication of the sound balance in all areas of the venue as deemed necessary
	5.6	Implement corrective action to produce optimum sound quality

Co-ordinate the sound requirements for a rehearsal		
Unit Reference	H/503/5245	
Level	3	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in co-ordinating sound requirements for a rehearsal. Learners will understand how to organise a sound rehearsal in conjunction with colleagues. They will apply this knowledge to co-ordinate the sound rehearsal.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.7)**	
The learner will	**The learner can**	
1. Know how to co-ordinate a sound rehearsal	1.1	Critically compare the difference between: > Rehearsals > Technical rehearsals > Dress rehearsals > Previews
	1.2	Define the role of the sound designer in the differing range of rehearsals
	1.3	Summarise the problems that may occur during the various forms of rehearsal
	1.4	Describe the improvements that can be made to resolve common problems identified during rehearsals
	1.5	Explain the importance of retaining the overall integrity of the sound design
	1.6	Explain the importance of rehearsals in identifying the effectiveness of sound cues
	1.7	Summarise how on-stage locations for sound cues can be identified

	1.8	Describe the working practices that should be implemented in regards to the sound control position including: > Organisation > Maximising its capabilities > Operation during rehearsal and performance > Fault finding > First line maintenance
	1.9	Illustrate the importance of plotting and modifying sound cues to meet the sound design requirements
2. Know how to co-ordinate a sound rehearsal in conjunction with colleagues	2.1	Summarise the importance of consulting with other creative staff and technical teams prior to and during rehearsals
	2.2	Explain the importance of liaising with performers at an early stage and during rehearsals regarding radio microphone positions
	2.3	Describe the importance of making sure that stage management has an up-to-date list of sound cues
	2.4	Describe the importance of communicating with other members of the sound team whilst plotting sound
	2.5	Explain the importance of documenting the sound plot clearly and accurately
	2.6	State the importance of archiving the sound plot for future use
	2.7	Explain the importance of responding promptly to requested alterations
3. Be able to co-ordinate a sound rehearsal	3.1	Judge the effectiveness of the sound design and how it complements other aspects of the production
	3.2	Implement relevant sound cues during rehearsals

	3.3	Establish effective radio microphone positions with performers and sound operators
	3.4	Negotiate with relevant staff to agree on the positioning of radio microphones
	3.5	Identify potential problems in achieving the sound design
	3.6	Implement any alterations to the sound design in consultation with other creative and technical staff whilst retaining the overall integrity of the design
	3.7	Confirm that stage management staff have an accurate sound plot with cue positions incorporated into the prompt copy of the production

Record sound for a live performance		
Unit Reference	T/503/5248	
Level	3	
Credit Value	6	
Guided Learning (GL)	25	
Unit Summary	The purpose of this unit is to develop the learner's practical skills in recording sound for a live performance. Learners will identify client requirements and document the sound recording process. They will also operate recording equipment and edit recorded sound for use in the performance.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.9)**	
The learner will	**The learner can**	
1. Be able to document the recording of sound for a live performance	1.1	Produce clear documentation in line with industry standards regarding the sound to be recorded
	1.2	Implement post-production requirements in line with organisational procedures
	1.3	Produce backup copies of recorded sound
	1.4	Store media according to manufacturers and organisational procedures
	1.5	Record any system failures
	1.6	Report system failures to the appropriate person
2. Be able to identify client needs for recorded sound	2.1	Present creative solutions and possibilities to the client
	2.2	Explain technical terms to those who may not be familiar with technical terms
	2.3	Provide advice in a constructive manner

	2.4	Describe how mixing equipment should be effectively used
3. Be able to edit recorded sound for a live performance	3.1	Gain agreement on the editing requirements of the recording
	3.2	Identify and mark editing reference points
	3.3	Select editing points to meet musical form and nomenclature
	3.4	Assess the quality of the final edit
	3.5	Gain confirmation that the editing is of acceptable quality and meets the creative effect
	3.6	Produce clear documentation of edit records
4. Be able to operate equipment to record sound for a live performance	4.1	Mix sound sources to achieve the requirements of: > Constraints of the recording > Artistic concept > Technical limits of equipment
	4.2	Select equipment to ensure the planned recording meets the specification
	4.3	Prepare equipment for a recording ensuring that it is: > Set up correctly > Suitably routed > Connected correctly
	4.4	Establish the correct levels for recording
	4.5	Record material in the desired format
	4.6	Assess the quality of the recording to ensure it is free from defects
	4.7	Confirm that sound outcomes are an accurate reflection of what is required

	4.8 4.9	Offer solutions to problems in regards to the sound quality Provide constructive advice to enhance the quality of sound

Understand how to record sound for a live performance		
Unit Reference	M/503/5247	
Level	3	
Credit Value	8	
Guided Learning (GL)	66	
Unit Summary	The purpose of this unit is to develop the learner's understanding of how to record sound for a live performance. Learners will explore sound recording principles, equipment qualities and techniques for editing recorded sound. They will also consider legal constraints, client requirements and common recording problems.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.3)**	
The learner will	**The learner can**	
1. Know the legal constraints that impact on the recording of sound	1.1	Describe the relevant aspects of copyright law
	1.2	Explain how releases and licenses can be gained prior to the recording of sound
	1.3	Classify the different sources of sound
	1.4	Describe how sound can be effectively sourced from sound and music libraries
	1.5	Describe the relevant health and safety procedures that impact on the safe recording of sound
2. Know the problems that may commonly occur when recording sound	2.1	Identify the common indicators of problems during recording
	2.2	Identify the types of system failure that may occur
	2.3	Summarise the action that can be taken to respond to common recording problems

	2.4	Describe how sound can be assessed for quality against accepted standards
	2.5	Classify the types of audible defects that can arise
	2.6	Describe how audible defects can be effectively resolved
3. Know how to work effectively with the client to identify sound requirements	3.1	Explain how client production requirements can be identified
	3.2	Explain how the selection of material may be influenced by: > Technical requirements > Artistic requirements > Operational constraints of the production
	3.3	Identify the organisation's post production requirements
	3.4	State the importance of producing backup copies of recordings
	3.5	Explain the importance of keeping documentation of sound recordings
	3.6	Identify the information that is commonly kept after the recording of sound
4. Know the basic principles of sound recording	4.1	Explain the principles of analogue and digital recording
	4.2	Describe how the principles of analogue and digital recording can be applied
	4.3	Describe the impact of sound wave theory and how this is relevant to the recording
	4.4	Describe how to optimise the performance of the sound through: > Using sound signals > Levels > Mixing > Dynamic range

	4.5	Explain how equalisation processors can be effectively used to control sound to: > Maximise the creative effect > Maximise their corrective action
5. Understand the technical qualities of a range of sound recording equipment	5.1	Explain how older formats and media should be handled
	5.2	Explain how older formats can be reproduced
	5.3	Compare and contrast how a range of different mixing consoles should be used
	5.4	Summarise the characteristics of different recording media
	5.5	Define the technical limitations associated with the recording equipment used
	5.6	Summarise the capabilities of the current recording formats and technologies used within the organisation
	5.7	Summarise the range of consumables used in sound recording and how they should be effectively stored
6. Know how to edit sound recorded for a live performance	6.1	Describe the factors that impact on the use of edits and editing points
	6.2	Explain the use of editing points to meet musical form and nomenclature
	6.3	Explain the importance of clear communication during the editing process

Supervise sound operation for a live performance		
Unit Reference	T/503/5251	
Level	3	
Credit Value	7	
Guided Learning (GL)	52	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in supervising sound operation for a live performance. Learners will understand sound control and the functions and features of the equipment used. They will apply this knowledge to supervise sound operation and understand how to identify and respond to faults.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.7)**	
The learner will	**The learner can**	
1. Know how to supervise sound operation for a live performance	1.1	Identify the organisation documentation used to document the operation of sound
	1.2	State the standards and procedures which apply to the cleaning of equipment
	1.3	Summarise the types of special requirements that performers may have when preparing sound
	1.4	Summarise the procedural requirements for safety in different sizes of venue
	1.5	Describe the impact that health and safety legislation has upon the provision of sound as part of a live performance
	1.6	Explain why it is important to leave equipment and work areas in a fit state on completion of work

	1.7	Describe how sound equipment should be fitted to ensure it does not impede the movement of the performer
	1.8	Explain how sound equipment can be hidden in hair and clothing
	1.9	State who to refer to when a performer's clothing prevents effective fitting of sound equipment
2. Know how to control sound for a live performance	2.1	Describe how mixing equipment should be effectively used
	2.2	Explain how sound levels and quality should be assessed
	2.3	Explain how to respond to feedback and colouration
	2.4	Explain the various system interconnections that are required
	2.5	Describe how to follow and annotate a cue sheet
	2.6	Describe how to read and interpret design specifications for live sound reinforcement
	2.7	Explain how to recognise and correctly respond to cues
	2.8	Describe the basic acoustic principles that apply to live sound reinforcement
	2.9	Explain the effects of external influences on recorded media
	2.10	Describe the basic principles of the audio spectrum and equalization
3. Understand the functions and features of equipment used in the operation of sound	3.1	Describe the range of equipment that is required when providing sound in live performances

	3.2	Explain how different items of sound equipment should be used
	3.3	Identify the physical properties of special effects that are permissible within the venue
	3.4	Explain the principles of operation of the components used for a sound reinforcement system including: > Loudspeakers > Headphones > Earpieces > Graphic equalisers > Parametric equalisers > Processors
	3.5	Describe the characteristics of RF transmission systems
	3.6	Explain how RF transmission systems can be optimised for the performer
	3.7	Summarise how the characteristics of a range of equipment can be optimised for the performer including: > Microphone > Amplifier > Loudspeaker
	3.8	Describe the features of different sorts of playback equipment
4. Know how to identify and respond to faults in the operation of sound	4.1	Describe the common faults and failures that can occur with sound equipment when supporting live performances
	4.2	Explain how common faults with sound equipment can be resolved
	4.3	Explain the importance of checking equipment for breaches of safety regulations prior to use

5. Be able to supervise the operation of sound for a live performance	5.1	Communicate with colleagues to identify any changes that have an implication on sound operation
	5.2	Implement checks to ensure that sound operators understand and act on changes to requirements
	5.3	Liaise with sound operators on a regular basis
	5.4	Monitor progress during the live performance
	5.5	Provide support to sound operators when required
	5.6	Monitor the condition, safety and security of sound equipment
	5.7	Implement checks to ensure that sound is operated to the required standard

Implement the use of CCTV equipment to support sound and lighting systems		
Unit Reference	A/503/5252	
Level	3	
Credit Value	3	
Guided Learning (GL)	19	
Unit Summary	The purpose of this unit is to develop the learner's understanding and practical skills in using CCTV equipment to support sound and lighting systems. Learners will consider the parameters that affect the use of CCTV systems. They will apply this understanding to implement the use of CCTV equipment.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.7)**	
The learner will	**The learner can**	
1. Understand the parameters that impact on the use of CCTV systems	1.1	Summarise the restrictions and requirements that impact on the use of CCTV including: > Legislation > Visual Display Unit regulations > Codes of practice > Organisational guidelines
	1.2	Describe the operational instructions and procedures that should be followed when preparing to implement the use of CCTV systems
	1.3	Describe how CCTV systems can be evaluated for their operational efficiency
	1.4	Describe the action to apply when equipment is found not to be working
	1.5	Explain how the equipment should be adjusted to optimise their performance

	1.6	Explain how external lighting can contribute to the optimal performance of CCTV systems
	1.7	Define the range of terminology used in association with CCTV systems and their operation
	1.8	Describe the capabilities and limitations of the CCTV systems used by the organisation
	1.9	State who problems with equipment should be reported too
2. Be able to implement the use of CCTV equipment	2.1	Assess the capabilities of the CCTV equipment being used
	2.2	Adjust equipment and controls to optimise its performance
	2.3	Investigate identified faults
	2.4	Implement work in an organised and efficient way
	2.5	Produces relevant records to the required standard
	2.6	Operate CCTV systems and equipment in line with operating instructions and legal constraints
	2.7	Operate CCTV systems in a way that optimises their performance

Assist with the running of a live performance		
Unit Reference	F/503/5253	
Level	3	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in assisting with the running of a live performance. Learners will understand the pre-show checks and cue procedures required. They will apply this knowledge to carry out pre-show checks and implement effective cues.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**The learner can**	
1. Know how to implement pre-show checks	1.1	Describe the range of pre-show checks required for the performance
	1.2	State their own roles and responsibilities in implementing pre-show checks
	1.3	Identify the relative times needed to implement different types of pre-show check
	1.4	Classify the types of problems that pre-show checks can identify
	1.5	Describe the actions required to resolve common pre-show problems
	1.6	Explain the importance of completing all pre-show checks by the half hour call
	1.7	State how the completion of pre-show checks can be confirmed
2. Know how to implement appropriate cues	2.1	Describe how clear and accurate cues can be provided

	2.2	Explain how required cues can be identified from a script or musical score
	2.3	Explain how required cues can be identified by observing the performance
	2.4	State the relevant stand-by times required for different people involved within the performance
	2.5	Describe how problems with cues can be identified
	2.6	Describe alternative ways of providing cues
	2.7	Explain how alternative ways of providing cues can be provided when problems arise
	2.8	Describe the circumstances that may result in aborted goes
	2.9	Describe the action required to respond to aborted goes
3. Be able to implement pre-show checks	3.1	Obtain accurate information regarding the pre-show checks for which they are responsible for
	3.2	Gain clarification on instructions given from the appropriate person
	3.3	Plan their activity to ensure that pre-show checks they are responsible for can be achieved within the given timescale
	3.4	Implement pre-show checks effectively within the given timescale
	3.5	Report any problems with the completion of pre-show checks to the appropriate person
	3.6	Check that pre-show checks are completed according to the requirements of the performance

4. Be able to implement effective cues	4.1	Obtain accurate information regarding the cues that they are required to implement from the person responsible for running the performance
	4.2	Implement cues and stand-by instructions to relevant people
	4.3	Provide cues at the appropriate times and using agreed methods
	4.4	Implement cues according to the cue sheet
	4.5	Monitor the performance to ensure that cues are provided correctly
	4.6	Implement adjustments to the timing of cues in response to deviations from the performance

Manage live performance tours		
Unit Reference	J/503/5254	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	The purpose of this unit is to develop the learner's understanding and skills in managing information for live performance tours. Learners will identify and organise the information required by production team members during a tour. They will also communicate this information effectively to support the touring production.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.6)**	
The learner will	**The learner can**	
1. Understand how to organise the information required by production team members during a tour	1.1	Describe the range of information resources available for researching the details of new venues
	1.2	Explain how information about new venues can be extracted
	1.3	Summarise the types of information about new venues that will assist production members to prepare
	1.4	Explain the importance of keeping up to date records of individuals' journey plans and contact details
	1.5	Describe how contact details can be effectively organised and stored
	1.6	Identify who needs information about tour moves
	1.7	Describe the methods used to inform performance team members about tour moves

	1.8	Summarise the organisation's internal communications policies and procedures
	1.9	Analyse how the production requirements might be impacted by differences in venue provision
	1.10	Describe the problems that might arise in meeting production requirements
	1.11	Describe how live performance quality in a new venue can be monitored
2. Be able to organise the information requirements of production team members during a tour	2.1	Maintain accurate and up to date details of tour members' new addresses, contact numbers and journey details
	2.2	Check that production team members have sufficient time to complete their own preparations
	2.3	Select appropriate sources of information regarding the new venue
3. Be able to effectively communicate information to production team members	3.1	Brief production team members of the programme for moving the production
	3.2	Brief production team members on the details of the new venue including: > Location > Preparation required > Working areas available
	3.3	Check understanding of information provided to production team members
	3.4	Implement action to resolve problems when tour members experience difficulties in adjusting to a new environment
	3.5	Explain differences in venue provision in sufficient time to enable company members to adapt to the new environment

	3.6	Monitor the quality of the live performance

Research and develop ideas for a live production		
Unit Reference	Y/503/5257	
Level	3	
Credit Value	5	
Guided Learning (GL)	41	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in researching and developing ideas for a live production. Learners will explore research approaches and the parameters that influence potential production ideas. They will develop ideas and understand how to gain agreement for them.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.7)**	
The learner will	**The learner can**	
1. Know how to research and develop ideas for potential productions	1.1	Clarify the style and creative intentions of the proposed production
	1.2	Describe the final realisation methods that can be used
	1.3	Describe the production and installation methods that can be used
	1.4	Evaluate the impact of using special and unusual effects within the proposed production
2. Know the parameters that impact on the development of production ideas	2.1	Describe the benefits and limitations of: > The realisation process > Equipment available > Technology that can be employed
	2.2	Summarise the safety constraints that impact on different design realisation options
	2.3	Explain how the limitations impacting on the production can be identified

	2.4	Summarise the factors that may impact on the planning process including: > Available budget > Supply of materials and equipment > Health and safety considerations
	2.5	Explain how limiting factors upon the design can be mitigated
3. Know how to gain agreement for production ideas	3.1	Describe the handover process to follow to gain agreement on designs
	3.2	Summarise the decision-making process to assess whether to make or buy production items
	3.3	Explain the importance of checking production requirements with the relevant people
4. Be able to develop ideas for a production	4.1	Clarify information regarding the production that is ambiguous or incomplete
	4.2	Review and revise the details of requirements with the relevant people
	4.3	Identify factors which will significantly impact on the production including: > Planning processes > Budget limitations > Supply of materials and equipment > Health and safety implication
	4.4	Draw conclusions from research to influence decision making
	4.5	Report the outcomes of research to the appropriate people
	4.6	Negotiate with other relevant departments and personnel to achieve production requirements
	4.7	Present ideas to others in a positive manner

Source materials and equipment for sets		
Unit Reference	K/503/5277	
Level	3	
Credit Value	8	
Guided Learning (GL)	42	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in sourcing materials and equipment for set construction. Learners will consider production requirements and the constraints affecting material and equipment choices. They will manage financial resources and suppliers to support the construction of sets.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.9)**	
The learner will	**The learner can**	
1. Understand the constraints that impact on the materials and equipment used for constructing sets	1.1	Summarise the artistic production requirements
	1.2	Summarise the design requirements of the production
	1.3	Identify the budget available for the manufacture of sets
	1.4	Describe the legislative constraints that impact on the use of materials
2. Know the set requirements of the production	2.1	Explain how the creative and technical requirements of the production can be identified
	2.2	Explain how to identify the materials and components that may be required for the manufacture of sets
	2.3	Summarise the records that need to be kept when sourcing materials and equipment

	2.4	Describe the range of materials and equipment that may be used to construct sets
	2.5	Describe the sources of information available regarding suppliers and hire companies
3. Be able to manage financial resources for the construction of sets	3.1	Identify the budget available for the construction of sets
	3.2	Maintain records of expenditure
	3.3	Present budget information to appropriate people when required
	3.4	Identify potential budget overspend
	3.5	Implement action to respond to any budget overspend
4. Be able to manage suppliers to support the construction of sets	4.1	Assess the most suitable sources of materials and equipment
	4.2	Provide suppliers with specifications for each item to be supplied
	4.3	Identify any special requirements that may need to be met
	4.4	Negotiate with the supplier to respond to suggestions made
	4.5	Gain agreement for the terms and conditions of supply
	4.6	Maintain records of what has been ordered and supplied
	4.7	Assess the quality of the suppliers' work against the specification
	4.8	Complete checks on receipt of supplies
	4.9	Store equipment and consumables in the correct location

Manufacture sets		
Unit Reference	M/503/5278	
Level	3	
Credit Value	6	
Guided Learning (GL)	35	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and practical skills in manufacturing sets. Learners will understand the preparation required and how set components are manufactured. They will apply this knowledge to manufacture sets.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.8)**	
The learner will	**The learner can**	
1. Know how to prepare for the manufacture of sets	1.1	Describe how to interpret key information provided within: > Job instructions > Drawings > Specifications
	1.2	Describe the constraints that may impact on each stage of the manufacturing process
	1.3	State who proposed alterations should be agreed with prior to implementation
2. Understand how to manufacture set components	2.1	Describe the precautions that should be taken when working with adhesives
	2.2	Summarise the range of materials used for manufacturing props and sets
	2.3	Describe the range of assembly techniques used for manufacturing of props and sets

	2.4	Describe the range of equipment and machinery commonly used for manufacturing props and sets
	2.5	Summarise the indicators of: > Defects > Blemishes > Poor alignment > Ineffective assembly > Damaged components
	2.6	Explain the limitations of using different realisation methods
3. Be able to manufacture sets	3.1	Interpret design requirements set out in: > Plans and drawings > Specified requirements
	3.2	Plan the manufacturing process
	3.3	Select appropriate tools and materials for the manufacture of sets and props
	3.4	Check that tools are operating safely
	3.5	Manufacture items making the most efficient use of materials
	3.6	Apply a range of techniques that impact on the finish of manufactured items including: > Ageing > Distressing > Adaptation for another purpose
	3.7	Manufacture items in a safe manner
	3.8	Assess the finished items for their suitability for the required task

Set up flying equipment and components for use during a live performance		
Unit Reference	K/503/5280	
Level	3	
Credit Value	7	
Guided Learning (GL)	23	
Unit Summary	The purpose of this unit is to develop the learner's practical skills in setting up flying equipment and components for live performance. Learners will set up flying equipment and brails for use during performances. They will apply safe working practices throughout the set-up activities.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.6)**	
The learner will	**The learner can**	
1. Be able to set up flying equipment for use during live performances	1.1	Locate the flying line accurately in the required positions
	1.2	Check that pathways are clear and follow the route of least friction
	1.3	Set up blocks and lines to produce the required effect
	1.4	Terminate lines securely
	1.5	Secure tie offs
	1.6	Check that the system installed works without excessive wear
	1.7	Assess equipment and consumables to check that enough of both are available
	1.8	Secure the hoist so that it can be used according to requirements
	1.9	Check the operation of the hoist prior to use to ensure that:

		> The travel path is clear > Slack does not create a hazard > The operation is smooth
	1.10	Test the flight of components to: > Check the balance > Smooth operation > Hang in the correct position > Check for unwanted movement
2. Be able to set up brails for use live performances	2.1	Select appropriate brail for the intended use
	2.2	Attach scenic items to brails using suitable knots
	2.3	Apply required marks to the deads
	2.4	Identify the handling requirements for the load
	2.5	Operate the braking, holding and releasing mechanism
	2.6	De-rig flown components ready for transfer
	2.7	Disassemble the components ready for re-use
3. Be able to apply safe working practices when setting up flying equipment and components	3.1	Apply safe handling and lifting techniques during all activities
	3.2	Identify any problems that pose a risk to the health and safety of colleagues and the public
	3.3	Implement the appropriate procedures in response to identified safety problems
	3.4	Apply load notices to equipment
	3.5	Check that point markings have been rated for the intended load

	3.6	Check that equipment has been set up in accordance with industry specific legislation relating to the use of flying equipment and components

Understand how to set up flying equipment and components for use during a live performance		
Unit Reference	T/503/5279	
Level	3	
Credit Value	4	
Guided Learning (GL)	35	
Unit Summary	The purpose of this unit is to develop the learner's understanding of how to set up flying equipment and components for live performance. Learners will explore the preparation required for flown components and the methods used to set up flying equipment. They will also understand how to check the safety of flying equipment.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand how to prepare for the setting up of flown components for use in live performance	1.1	Explain how to calculate the number of weights required for a given load
	1.2	Explain the importance of securing weights in the cradle
	1.3	Describe how to check the load-bearing capacity of free structures and integral structures
	1.4	Describe the effects of atmospheric change on the use of flying equipment
	1.5	Explain the checks used to ensure that all required components are available
	1.6	Describe the range of handling requirements for flown components
	1.7	Explain how to identify the handling requirements of flown components

	1.8	Explain the importance of preparing for the get-out process
2. Know how to set up flying equipment for use in live performances	2.1	State the required positions for flying lines
	2.2	Describe the impact of pathways not being clear
	2.3	Explain the importance of lining up blocks at right angles to the axis of block spindles
	2.4	Describe how blocks and lines should be set up to ensure optimum performance
	2.5	State why lines must be securely terminated
	2.6	Describe how hoists should be set up
	2.7	Describe how to secure load fixings
	2.8	State the required hoist speeds
	2.9	Explain how hoist speeds can be identified during operation
	2.10	Describe how to accurately mark deads
	2.11	Select appropriate brail for the intended use
3. Know how to check the safety of flying equipment	3.1	Summarise the industry specific legislation that impacts on the installation and use of flying systems
	3.2	Describe the problems that may occur when working with flying systems
	3.3	Apply safe handling and lifting techniques during all activities

Organise technical communications for a live performance		
Unit Reference	M/503/5281	
Level	3	
Credit Value	7	
Guided Learning (GL)	33	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in organising technical communications for live performance. Learners will assess production requirements, recommend suitable systems and backup facilities and consider compatibility, intelligibility, interference and legal implications. They will establish equipment, agree operational protocols, brief users and ensure equipment is clearly labelled, safe and suitable.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**The learner can**	
1. Know how to organise technical communications	1.1	Critically compare the characteristics of different types of technical communication system
	1.2	Explain how to identify the technical communication requirements of the production
	1.3	Describe the operational protocols for use of the technical communication equipment
	1.4	Describe the labelling requirements for technical communication equipment
2. Know how to implement technical communications	2.1	Explain the legal implications upon the use of communications equipment
	2.2	Describe the potential sources of interferences to third parties that are: > Mechanically based > Radio based

		> Electrically based
	2.3	Describe the levels of crosstalk between communication and programme
	2.4	Explain the implications of optimising intelligibility and separation
3. Be able to identify the technical communication requirements	3.1	Identify the requirements for technical communication systems
	3.2	Make recommendations regarding the type and set up of the system to meet the needs of the production
	3.3	Develop proposals for communication facilities that make the best use of existing systems
	3.4	Develop proposals for back up facilities
4. Be able to establish technical communication equipment	4.1	Assess the compatibility of new systems with those already in place
	4.2	Check that the system optimises intelligibility and the separation between circuits
	4.3	Negotiate operational protocols with the appropriate personnel
	4.4	Brief users on the operational arrangements and protocols used
	4.5	Label operational equipment clearly
	4.6	Ensure that items of equipment for personal use are safe and suitable

Ensure the safe and efficient loading of vehicles used within the entertainment industry		
Unit Reference	H/503/5293	
Level	2	
Credit Value	2	
Guided Learning (GL)	14	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in loading vehicles safely and efficiently within the entertainment industry. Learners will understand relevant legislative requirements, vehicle defects affecting road use and the loading needs of scenery, sound and technical equipment, and costume items. They will check vehicle and load compatibility, prepare the loading area and use appropriate protective equipment, manual handling techniques and lifting devices. The unit also covers effective communication, load distribution and the correct methods for packing and securing loads to ensure stability.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.9)**	
The learner will	**The learner can**	
1. Know how legislation and regulations impact on the loading of vehicles	1.1	State the vehicle defects that may deem the vehicle illegal for road use
	1.2	Describe the impact that health and safety legislation has on the safe loading of vehicles
2. Know how vehicles can be loaded safely	2.1	Describe the appropriate personal protective equipment that should be used when loading vehicles
	2.2	Explain the importance of effective communication with others when loading vehicles
	2.3	Describe the loading requirements commonly associated with equipment

		used in the entertainment industry including: > Scenery components > Sound and technical equipment > Costume items
	2.4	State the loading requirements of the vehicle Describe how the vehicle should be prepared prior to loading
	2.6	Explain when it is appropriate to re-distribute the load
	2.7	Describe the checks required to ensure the load is secure and stable
	2.8	State the impact of not securing loads effectively
3. Be able to load a vehicle safely and efficiently	3.1	Confirm that the vehicle and load are compatible
	3.2	Check that the vehicle is ready to receive the load
	3.3	Check that the load area is suitable
	3.4	Follow the appropriate organisational procedures for the wearing of personal protective clothing
	3.5	Check that the vehicle is loaded according to the needs of the load
	3.6	Lift items following the correct manual handling techniques
	3.7	Use lifting devices when appropriate
	3.8	State the loading requirements of the vehicle
	3.9	Apply the correct methods for packing and securing the load

Ensure the safe and efficient unloading of vehicles used within the entertainment industry		
Unit Reference	K/503/5294	
Level	2	
Credit Value	2	
Guided Learning (GL)	9	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in unloading vehicles safely and efficiently within the entertainment industry. Learners will understand unloading requirements, relevant health and safety considerations, communication and the problems that may arise. They will check the vehicle and site, use appropriate protective equipment and handling methods and follow instructions when unloading and dispersing items.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.8)**	
The learner will	**The learner can**	
1. Know how vehicles can be unloaded safely	1.1	Describe the appropriate personal protective equipment that should be used when unloading vehicles
	1.2	Explain the importance of effective communication with others when unloading vehicles
	1.3	State the un-loading requirements of the vehicle
	1.4	Describe how the vehicle should be prepared prior to unloading
	1.5	State the problems that may occur when un-loading vehicles
	1.6	Describe the unloading requirements commonly associated with equipment

		used in the entertainment industry including: > Scenery components > Sound and technical equipment > Costume items
	1.7	Describe the methods that can be used to handle and disperse different types of load
	1.8	Describe how health and safety legislation impacts on the safe unloading of vehicles
2. Be able to unload vehicles safely and efficiently	2.1	Check that the vehicle is ready to be un-loaded
	2.2	Check that the site for un-loading is suitable and safe
	2.3	Follow the appropriate organisational procedures for the wearing of personal protective clothing
	2.4	Check that the vehicle is un-loaded according to the needs of the load
	2.5	Lift items following the correct manual handling techniques
	2.6	Respond promptly to instructions from the appropriate person supervising the un-loading of the vehicle
	2.7	Use lifting devices when appropriate
	2.8	Use the appropriate handling, packing and dispersal methods as required by the load

Understanding the core knowledge needed by those who work with children and young people		
Unit Reference	T/502/7537	
Level	2	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	The purpose of this unit is to develop the learner's core understanding of working with children and young people. Learners will explore effective communication, development, safeguarding and support through transitions. They will also consider their role in multi-agency working and the importance of appropriate information sharing, confidentiality and accurate records.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.6)**	
The learner will	**The learner can**	
1. Understand the principles of effective communication and engagement with children, young people and their families/carers	1.1	Explain the different ways of communicating with children, young people and their families/carers
	1.2	Describe how to address potential barriers to communication and engagement with children and young people
	1.3	Explain the importance of non-verbal communication, including body language
	1.4	Explain the importance of demonstrating respect when communicating with children and young people
	1.5	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers
	1.6	Describe the effects of involving children/young people, families, parents

		and carers in decisions affecting children/young people
2. Understand the development of children and young people	2.1	Outline the key development changes that are expected to occur in children and young people
	2.2	Explain why children and young people can perceive and experience their world in different ways
	2.3	Describe how families, parents and carers have an impact in shaping the development of children
	2.4	Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role
	2.5	Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers
3. Understand the importance of safeguarding children and young people	3.1	Describe what is meant by the safeguarding of children and young people
	3.2	Explain their own role and responsibilities for safeguarding the children and young people with whom they come into contact
	3.3	Describe the indicators of potential abuse affecting children and young people
	3.4	Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role
	3.5	Explain the circumstances when a child or young person might be referred for help and support
	3.6	Describe the procedures for progressing referrals of children/young people for help and support

4. Understand the types of transitions affecting children and young people	4.1	Describe what is meant by the term transition in relation to children and young people
	4.2	Describe key types of transition between services affecting children and young people
	4.3	Describe key types of life changes affecting children and young people
	4.4	Describe the importance of supporting children and young people through transitions in a way that is appropriate to their age and stage of development
5. Understand the nature and importance of their role in multi-agency and integrated working in meeting the needs of children and young people	5.1	Explain what is meant by multi-agency and integrated working and the impact for working with children and young people
	5.2	Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person
	5.3	Describe the role of families, parents and carers as partners when working with children and young people
	5.4	Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role
6. Understand the importance of information sharing	6.1	Describe the importance of sharing relevant information with other appropriate agencies, and in a timely and accurate way
	6.2	Outline legislation and organisation requirements regarding the maintenance of confidentiality
	6.3	Describe the boundaries of confidentiality when dealing with children and young

		people, and when it is appropriate to share information without the consent of the child or young person
	6.4	Describe why it is important to explain to children and young people the limits of confidentiality
	6.5	Describe what is meant by data security, both in and outside the working environment
	6.6	Describe their organisation's procedures for maintaining accurate and up to date records

Manage and market own freelance services		
Unit Reference	T/600/8948	
Level	3	
Credit Value	6	
Guided Learning (GL)	60	
Unit Summary	The purpose of this unit is to develop the learner's skills in managing and marketing their own freelance services. Learners will build industry contacts and networks, promote their services and professional reputation, and identify work opportunities. They will use feedback to review their performance and development needs, set realistic objectives and make appropriate business decisions. The unit also covers managing budgets, accounts and records, planning work and cash flow, and negotiating and maintaining contracts with clearly agreed fees, schedules, outcomes and obligations.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.6)**	
The learner will	**The learner can**	
1. Be able to market own services	1.1	Identify relevant business contacts within the industry
	1.2	Maintain established business contacts within the industry
	1.3	Participate within relevant networks and expert organisations to support own freelance activity
	1.4	Use appropriate strategies and tools to enhance own professional reputation and promote own services
	1.5	Implement systems to enable early identifications of work opportunities

	1.6	Identify potential agents or other representatives
2. Be able to manage own performance	2.1	Identify own development needs drawing on a range of relevant sources
	2.2	Seek constructive feedback from relevant parties about own performance
	2.3	Set, monitor and review realistic objectives for own training and development needs, performance and business targets
	2.4	Work flexibly, adapting to the requirements of others as appropriate whilst maintaining own personal work ethic and reputation
	2.5	Make appropriate business decisions
3. Be able to manage own systems, accounts and records	3.1	Implement effective systems for managing budgets, finance and documentation
	3.2	Maintain appropriate, accurate and up-to date accounts and records
	3.3	Implement effective support services
	3.4	Plan ahead to maintain a viable work and cash flow
4. Be able to manage own contracts	4.1	Negotiate contracts that meet legal and industry requirements
	4.2	Agree realistic fee rates, schedule and other expenses
	4.3	Establish clear performance outcomes
	4.4	Ensure that contracts include all relevant details, checking that these match agreements

	4.5	Communicate the obligations of all parties clearly
	4.6	Store a written copy of the final signed contract securely

Supervising the set up and operation of special effects for live performances		
Unit Reference	F/505/1307	
Level	3	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	The purpose of this unit is to develop the learner's understanding and skills in supervising the set-up and use of special effects for live performance. Learners will examine the properties of effects, control measures, associated hazards and venue permissions. They will assess permissions, brief technical teams and performers and ensure relevant safety precautions are in place.	
Learning Outcomes (1 to 2)	**Assessment Criteria (1.1 to 2.4)**	
The learner will	**The learner can**	
1. Understand factors that need to be supervised when operating special effects	1.1	Compare critically how different special effects should be used
	1.2	Analyse the impact of controlling measures that relate to using special effects
	1.3	Describe how the physical properties of special effects are controlled
	1.4	Explain how the hazards associated with using special effects can be minimized
	1.5	Evaluate the importance of briefing technical team and cast members about the purpose and use of special effects during the performance
2. Be able to supervise the use of special effects for live performances	2.1	Identify the physical properties of special effects that are permissible within the venue

	2.2	Assess the validity of relevant permissions for the use of special effects
	2.3	Brief members of the technical team, operators and performers on the use of special effects
	2.4	Ensure that relevant safety precautions for the use of special effects are in place

Maintaining production items and equipment		
Unit Reference	T/505/1305	
Level	3	
Credit Value	6	
Guided Learning (GL)	40	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in maintaining production items and equipment. Learners will use inspection schedules to check condition, record results and identify maintenance requiring specialist support. They will co-ordinate maintenance in line with relevant requirements, arrange suitable replacements where needed and ensure working props remain functional throughout the production.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.3)**	
The learner will	**The learner can**	
1. Understand how to check the condition of production items and equipment	1.1	Explain the specific checks that need to be carried out on: > flying equipment > scenic components > props
	1.2	Explain the use of inspection schedules
2. Understand how to maintain production items and equipment	2.1	Analyse those aspects of maintenance that can be implemented in-house and those which require specialist skills
	2.2	Summarise the range of resources that will be required to implement maintenance activities
	2.3	Describe the different visual characteristics of the materials that may require repair

3. Understand the impact of health and safety legislation upon the maintenance of production items and equipment	3.1	Explain the regulations and requirements that apply to the maintenance of flying systems and components
	3.2	Explain how health and safety requirements for the use of materials are met
	3.3	Describe the arrangements for storing and disposing of props and scenic components in compliance with relevant legislation and procedures
	3.4	Explain the specific hygiene requirements related to dealing with consumable items
4. Be able to implement checks on the condition of production items and equipment	4.1	Carry out maintenance checks on items and equipment according to the agreed schedule
	4.2	Record the results of checks
	4.3	Inform appropriate people where checks identify action is needed by external contractors
5. Be able to implement maintenance activity	5.1	Co-ordinate maintenance work to ensure that it is implemented in accordance with relevant legislation, including: > scheduling for repairs that cannot be made immediately > agreeing with relevant people > selecting equipment and tools for the task > cleaning tools after use > replacing tools after use > completing work within agreed timescale
	5.2	Replace items that cannot be cleaned or repaired in time with a suitable alternative
	5.3	Ensure that working props will function throughout the lifetime of the production

Assist with the running of an ongoing production		
Unit Reference	D/503/5275	
Level	3	
Credit Value	6	
Guided Learning (GL)	36	
Unit Summary	The purpose of this unit is to develop the learner's knowledge and skills in assisting with the running of an ongoing production. Learners will confirm requirements, communicate instructions and prepare stage areas and scenic components, checking their condition and reporting problems. They will respond to cues, move scenic components, support performers and maintain accurate show reports and company calls.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.10)**	
The learner will	**The learner can**	
1. Know how to confirm instructions regarding an ongoing production	1.1	Summarise the importance of gaining confirmation of the production requirements
	1.2	Describe how to agree on roles and responsibilities
	1.3	Summarise the pre-performance checks that need to be implemented
	1.4	Describe how to used documented information to ensure that all components are correctly positioned at the right time
	1.5	Define the limits of their authority when responding to problems
	1.6	Explain the cue procedures used within the organisation

	1.7	Describe how show reports should be completed
2. Know how to communicate the requirements of an ongoing production	2.1	Describe the information requirements of different production team members including Team Members and Line Managers
	2.2	Explain how clear instructions can be given
	2.3	State the importance of confirming people's understanding of information provided
	2.4	Describe how confirmation of understanding of instructions can be gained
3. Be able to prepare for a production	3.1	Prepare stage areas disposing of all unwanted debris
	3.2	Locate scenic components according to plot
	3.3	Pack scenic components in the performance order
	3.4	Check the condition of scenic elements
	3.5	Implement action to correct damage to scenic elements
	3.6	Report identified problems with scenic elements to the appropriate people
	3.7	Monitor the condition of scenic elements during performances
4. Be able to control the performance	4.1	Respond promptly to the cue procedure
	4.2	Move scenic components in response to cues
	4.3	Locate scenic components in the correct dead positions

	4.4	Move scenic components in a smooth and controlled way
	4.5	Move scenic components without the use of reverse movement
	4.6	Inform relevant people of any changes to the timing of cues and backstage calls
	4.7	Prompt performers when required
	4.8	Monitor the performance to ensure that cues are provided at the right time and in the correct sequence
	4.9	Provide company calls for the next performance according to organisational procedures
	4.10	Compile accurate show reports

Understanding the core knowledge needed by those who work with children and young people, and its impact		
Unit Reference	D/505/3355	
Level	3	
Credit Value	4	
Guided Learning (GL)	28	
Unit Summary	The purpose of this unit is to develop the learner's understanding of the core knowledge required when working with children and young people and how it informs their practice. Learners will explore effective communication and engagement with children, young people and their families or carers, including the importance of reflecting on the impact of their own actions. They will examine development, the influences that shape children's and young people's experiences, and support through transitions, including when specialist help is needed. The unit also covers safeguarding responsibilities, multi-agency working and appropriate information sharing, with attention to confidentiality, data security and accurate record keeping.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.7)**	
The learner will	**The learner can**	
1. Understand how to promote effective communication and engagement with children, young people and their families/carers	1.1	Explain the relative strengths and weaknesses of different ways of communicating with children, young people and their families/carers
	1.2	Describe how to address potential barriers to communication and engagement with children and young people
	1.3	Explain the importance of checking understanding when communicating with children, young people and their families/carers

	1.4	Explain the importance of non-verbal communication, including body language
	1.5	Explain the importance of demonstrating respect when communicating with children and young people
	1.6	Explain how their attitude and behaviour can affect the development of rapport with children, young people and the child/young persons' families/carers
	1.7	Describe the effects of involving children/young people, families, parents and carers in decisions affecting children/young people
	1.8	Describe the circumstances, and associated considerations, when it might be appropriate to go against a child, young person or family/carer's expressed wishes
	1.9	Explain the importance of reflecting upon the impact of their actions when communicating and engaging with children and young people
2. Understand the development of, and the impact of this upon, children and young people	2.1	Outline the key development changes that are expected to occur in children and young people
	2.2	Explain why children and young people can perceive and experience their world in different ways
	2.3	Describe how families, parents and carers have an impact in shaping the development of children
	2.4	Describe how the balance of influence from parents/carers, peers, authority figures and others alters as the child or young person develops

	2.5	Describe the impact of technology on the development of children and young people
	2.6	Explain ways of motivating and encouraging children and young people to realise the child/young person's full potential, within the context of their role
	2.7	Describe how to access support in circumstances where they are affected emotionally by their work with children, young people, families and carers
3. Understand the importance of safeguarding children and young people, and associated responsibilities and procedures	3.1	Describe what is meant by the safeguarding of children and young people
	3.2	Outline national and local guidance and procedures regarding safeguarding and promoting the welfare of children and young people
	3.3	Explain the key safeguarding responsibilities of all of those in contact with children and young people
	3.4	Outline inter-agency arrangements for safeguarding children and young people
	3.5	Describe the indicators of potential abuse affecting children and young people
	3.6	Describe the actions to take where abuse is suspected, identified or disclosed, within the context of their role
	3.7	Explain the circumstances when a child or young person might be referred for help and support
	3.8	Describe the procedures for progressing referrals of children/young people for help and support
4. Understand how to support children and young people through transitions, and	4.1	Describe what is meant by the term transition in relation to children and young people

circumstances requiring specialist support	4.2	Describe the impact of key types of transition between services affecting children and young people
	4.3	Describe the impact of key types of life changes affecting children and young people
	4.4	Describe how to support children and young people through transitions in a way that is appropriate to their age and stage of development
	4.5	Describe the circumstances when specialist advice and support is appropriate in supporting children and young people to manage transitions
	4.6	Describe the action to take when specialist advice and support is needed to manage transitions
5. Understand sources of information regarding individual children, young people and families/carers, and the importance of effective information sharing	5.1	Explain what is meant by multi-agency and integrated working when working with children and young people
	5.2	Describe the impact of multi-agency and integrated working in meeting the needs of children and young people
	5.3	Explain their role in multi-agency and integrated working and the circumstances when another agency or individual might be involved in supporting a child or young person
	5.4	Describe the role of families, parents and carers as partners when working with children and young people
	5.5	Describe when and how it might be appropriate to challenge situations which are beyond the immediate responsibilities of their role
	5.6	Explain the triggers and procedures for reporting and referring incidents or

		unexpected behaviour involving children and young people
	5.7	Outline the procedures for multi-agency working
	5.8	Describe sources of information, advice and support services for children and young people
6. Understand the importance of effective information sharing	6.1	Describe the importance of sharing relevant information with other appropriate agencies in a timely and accurate manner
	6.2	Outline legal and their organisation's requirements regarding the sharing of information and maintenance of confidentiality
	6.3	Describe the boundaries of confidentiality when dealing with children and young people, and when it is appropriate to share information without the consent of the child or young person
	6.4	Describe why it is important to explain to children and young people the limits of confidentiality
	6.5	Explain the sources of information regarding individual children, young people and families/carers, and the circumstances when each might be the most appropriate
	6.6	Describe what is meant by data security, both in and outside the working environment
	6.7	Describe their organisation's procedures for maintaining accurate and up to date records

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could 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.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.