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| Unit title | Set Up and Check Sound Equipment |
| SQA code | H6J0 04 |
| SCQF level | 5 |
| SCQF credit points | 5 |
| SSC ref | COM34 |

History of changes

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| Version number | Date | Description | Authorised by |
|-----------------------|-------------|--|------------------------|
| 02 | 20/11/14 | Update to Unit assessment information. | Qualifications Officer |
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| Title | | Set Up and Check Sound Equipment | |
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| Learning Outcomes | | Assessment Criteria | |
| The learner will: | | The learner can: | |
| 1 | Know how to set up sound equipment. | 1.1 | Describe how to identify the expectations of clients for the performance of the sound system. |
| | | 1.2 | State the range of environmental protective ancillaries that can be employed, if required by the needs of the venue or the performance. |
| | | 1.3 | Describe how to identify the intended sound sources for a system. |
| | | 1.4 | Describe the labelling requirements and formats that may be used. |
| | | 1.5 | State the location and set up requirements of a range of sound equipment. |
| | | 1.6 | Describe methods used to ensure that sound systems are rigged and de-rigged safely. |
| | | 1.7 | State who needs to be provided with confirmation that the sound system is complete. |
| 2 | Know the characteristics of sound equipment. | 2.1 | Describe the how acoustic principles should be applied to the set up and checking of sound equipment. |
| | | 2.2 | Describe the types of sound equipment commonly used. |
| | | 2.3 | State 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. |

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will: | The learner can: |
| <p>3 Know how to set up sound equipment in accordance with regulations.</p> | <p>3.1 Describe the relevant safety checking procedures for mains operated equipment.</p> <p>3.2 State the electrical safety regulations that apply to sound equipment.</p> <p>3.3 Describe the relevant safety procedures that apply to:</p> <ul style="list-style-type: none"> ◆ rigging ◆ set up ◆ operation ◆ between shows ◆ de-rigging ◆ storage ◆ transport <p>3.4 State the safety requirements that apply to different sizes of venue.</p> |
| <p>4 Be able to set up sound equipment.</p> | <p>4.1 Check that hired in equipment matches that specified within the inventory.</p> <p>4.2 Assemble equipment according to the specification and supplier requirements.</p> <p>4.3 Position aerials to optimise RF pick up.</p> <p>4.4 Ensure that RF equipment avoids dead spots.</p> <p>4.5 Set up transmitters and receivers in a manner that is sensitive to the nature of the event.</p> <p>4.6 Position and interconnect equipment and cables in accordance with the specification.</p> <p>4.7 Clearly label equipment which is identified as being faulty.</p> <p>4.8 Report the identification of faulty equipment to the appropriate people.</p> |

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will: | The learner can: |
| | 4.9 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 Evaluate test results to provide a clear indication of how well the system meets the specification. 5.7 Implement corrective action to produce optimum sound quality. |

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| Additional information about the Unit |
| Unit purpose and aim(s) |
| This Unit aims to assess the learners' ability to set up a sound system according to the requirements set out in a sound specification. This requires the learner to have a working knowledge of a range of sound equipment and the ability and knowledge to resolve problems. The Unit also assess the learner's ability to check the performance of the sound system. |
| Details of the relationship between the Unit and relevant national occupational standards (if appropriate) |
| Developed from Creative and Cultural Skills National Occupational Standards |
| Details of the relationship between the Unit and other standards or curricula (if appropriate) |
| N/A |
| Assessment requirements specified by a sector or regulatory body (if appropriate) |
| N/A |

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

a clear, authentic statement indicating how the learner carries out their job
dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.