



<b>Unit title</b>	Plan Sound Requirements for a Live Performance
<b>SQA code</b>	H6LJ 04
<b>SCQF level</b>	6
<b>SCQF credit points</b>	5
<b>SSC ref</b>	TTO20

## History of changes

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<b>Version number</b>	<b>Date</b>	<b>Description</b>	<b>Authorised by</b>
02	20/11/2014	Update to Unit assessment information.	Qualifications Officer

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<b>Title</b>		Plan Sound Requirements for a Live Performance	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
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: <ul style="list-style-type: none"> <li>◆ script</li> <li>◆ score</li> <li>◆ brief</li> </ul>
		1.2	Describe the agreed design concepts.
		1.3	Describe the intended style of impact that is expected of the production.
		1.4	State 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	State who is responsible for the creative and technical requirements of the production.
		2.3	Describe how an up to date knowledge of the design requirements can be maintained.
		2.4	State the roles and responsibilities of other members of the creative and production teams engaged with during the project.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>3 Know the constraints that impact on the sound design process.</p>	<p>3.1 State the safety requirements that which apply to different types and sizes of venue.</p> <p>3.2 State the relevant health and safety requirements that impact on:</p> <ul style="list-style-type: none"> <li>◆ materials</li> <li>◆ processes</li> <li>◆ technology</li> <li>◆ used in the production</li> </ul> <p>3.3 Describe the quality parameters that are required to be set and agreed.</p> <p>3.4 Assess the financial constraints that may impact on the sound design.</p> <p>3.5 Assess the flexibility that applies to the identified constraints.</p>
<p>4 Know the principles of sound design</p>	<p>4.1 Describe the sound styles and associated qualities that are typically associated with different kinds of production.</p> <p>4.2 Describe the typical staging characteristics associated with different kinds of production including:</p> <ul style="list-style-type: none"> <li>◆ live music</li> <li>◆ theatre</li> <li>◆ dance</li> <li>◆ opera</li> <li>◆ corporate events</li> <li>◆ arenas</li> </ul> <p>4.3 State the formats and conventions used in diagrammatic and written specifications.</p> <p>4.4 Describe the principles of acoustics and how they apply to sound system design.</p>

Learning Outcomes	Assessment Criteria
<p><b>The learner will:</b></p>	<p><b>The learner can:</b></p> <p>4.5 Describe the performance characteristics of suitable equipment to meet the production requirements.</p> <p>4.6 Define basic electronic principles including:</p> <ul style="list-style-type: none"> <li>◆ impedance</li> <li>◆ gain</li> <li>◆ attenuation</li> <li>◆ signal to noise ratio</li> </ul> <p>4.7 Describe how loudspeaker position affects sound distribution and dispersion</p> <p>4.8 Explain the concept of gain structure.</p>
<p>5 Be able to identify the sound requirements suitable for the production</p>	<p>5.1 Establish the expectations and preferences of the decision maker.</p> <p>5.6 Assess the range of information required to inform decision making.</p> <p>5.3 Obtain advice to clarify information when requirements are not clear.</p> <p>5.4 Evaluate the sound requirements of the production.</p> <p>5.5 Assess the feasibility of meeting the sound requirements of the production.</p> <p>5.6 Negotiate suitable changes which may be required of the sound production.</p> <p>5.7 Establish the parameters of the project budget.</p> <p>5.8 Assess where budget overspend may occur.</p> <p>5.9 Develop accurate records of:</p> <ul style="list-style-type: none"> <li>◆ agreed sound requirements of the production</li> <li>◆ agreed action to address budget alterations</li> </ul>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>6 Be able to develop a sound plan which meets the production requirements.</p>	<p>6.1 Specify the most appropriate equipment to meeting the requirements of the production taking account of:</p> <ul style="list-style-type: none"> <li>◆ technical factors</li> <li>◆ financial factors</li> <li>◆ equipment availability</li> </ul> <p>6.2 Develop a plan of rig positions for the equipment which takes account of:</p> <ul style="list-style-type: none"> <li>◆ producing the best sound quality</li> <li>◆ balance of sound quality throughout the performance area</li> </ul> <p>6.3 Develop a sound plan that provides for adequate contingencies for equipment failure.</p> <p>6.4 Assess the suitability of the equipment position to ensure it allows for the intended staging of the production.</p> <p>6.5 Assess the cost effectiveness of the system planned when compared to the project budget.</p>

<b>Additional information about the Unit</b>
<b>Unit purpose and aim(s)</b>
This Unit aims to assess the learners' ability to identify the production requirements and design a sound plan; taking into account the parameters presented by the nature of the venue and the production requirements.
<b>Details of the relationship between the Unit and relevant national occupational standards (if appropriate)</b>
Developed from Creative and Cultural Skills National Occupational Standards
<b>Details of the relationship between the Unit and other standards or curricula (if appropriate)</b>
N/A
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
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](http://www.sqa.org.uk).

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