



Unit title	Source Sound Equipment
SQA code	H6LK 04
SCQF level	6
SCQF credit points	4
SSC ref	TTO21

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	Source Sound Equipment		
Learning Outcomes		Assessment Criteria	
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	State the sources of supply used by the organisation.
		1.3	Describe the range of suppliers of sound equipment available to 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.
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: <ul style="list-style-type: none"> ◆ 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.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	<p>3.5 Describe the problems that may impact on the supply of sound equipment.</p> <p>3.6 Describe the strategies that can be used to reduce the impact of a lack of supply of sound equipment.</p>
<p>4 Know the constraints that impact on the selection of sound equipment.</p>	<p>4.1 Describe the organisational procedures for the sourcing of sound equipment.</p> <p>4.2 Describe the organisational policies that impact on the selection of sound equipment including those that refer to:</p> <ul style="list-style-type: none"> ◆ quantity ◆ type ◆ cost ◆ delivery schedule ◆ health and safety requirements
<p>5 Be able to develop a specification for sound equipment within project constraints.</p>	<p>5.1 Establish the size and parameters of the available budget.</p> <p>5.2 Accurately complete records that monitor expenditure against the project budget.</p> <p>5.3 Assess where budget overspend may occur.</p> <p>5.4 Develop a specification for equipment and consumables that take account of the sound design.</p> <p>5.5 Select the most appropriate equipment to meet the requirements of the production.</p>

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
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	Compare the 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.
		6.5	Monitor expenditure against the project budget.
		6.6	Implement appropriate action to resolve problems with the: <ul style="list-style-type: none"> ◆ availability ◆ quality ◆ quantity of materials and equipment.

Additional information about the Unit
Unit purpose and aim(s)
This Unit aims to assess the learners' ability to source suitable sound equipment as specified by the needs of the project. It requires that the learner can identify sources of information, identify suppliers and agree and supervise the terms of business with them.
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.