



Unit title	Supervise Sound Operation for a Live Performance
SQA code	H6LP 04
SCQF level	6
SCQF credit points	6
SSC ref	TTO28

History of changes

Publication date: March 2012

Version: 02 (November 2014)

Version number	Date	Description	Authorised by
02	20/11/14	Update to Unit assessment information.	Qualifications Officer

© Scottish Qualifications Authority 2012, 2014

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Title		Supervise Sound Operation for a Live Performance	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Know how to supervise sound operation for a live performance.	1.1	Summarise 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.

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
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 the various system interconnections that are required.
		2.4	Explain how to respond to feedback and colouration.
		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 equalisation.
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.

Learning Outcomes	Assessment Criteria
<p>The learner will:</p>	<p>The learner can:</p> <p>3.4 Explain the principles of operation of the components used for a sound reinforcement system including:</p> <ul style="list-style-type: none"> ◆ loudspeakers ◆ headphones ◆ earpieces ◆ graphic equalisers ◆ parametric equalisers ◆ processors <p>3.5 Describe the characteristics of RF transmission systems.</p> <p>3.6 Explain how RF transmission systems can be optimised for the performer.</p> <p>3.7 Describe the characteristics of a range of equipment can be optimised for the performer including:</p> <ul style="list-style-type: none"> ◆ microphone ◆ amplifier ◆ loudspeaker <p>3.8 Describe the features of different sorts of playback equipment.</p>
<p>4 Know how to identify and respond to faults in the operation of sound.</p>	<p>4.1 Describe the common faults and failures that can occur with sound equipment when supporting live performances.</p> <p>4.2 Explain how common faults with sound equipment can be resolved.</p> <p>4.3 Explain the importance of checking equipment for breaches of safety regulations prior to use.</p>

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

Additional information about the Unit
Unit purpose and aim(s)
This Unit aims to assess the learners' ability to supervise the effective implementation of sound for a live performance. This includes the learner having a good understanding of sound equipment and how it can be effectively used to provide the best result.
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.