



Unit title	Interpret Designs for Sets and Props
SQA code	H6LV 04
SCQF level	6
SCQF credit points	4
SSC ref	TTO42

History of changes

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

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Title	Interpret Designs for Sets and Props	
Learning Outcomes		Assessment Criteria
The learner will:		The learner can:
1	Know how to plan for the provision of sets and props.	<p>1.1 Describe the methods of production that may be used.</p> <p>1.2 Explain the stages involved with the production of sets and props.</p> <p>1.3 Describe the technical requirements of different realisation methods.</p> <p>1.4 Compare and contrast the cost implications of different realisation methods.</p> <p>1.5 Critically compare the benefits and limitations of different realisation methods, equipment and technology that may be used.</p> <p>1.6 Describe the information needed to effectively determine the set and prop requirements of the production.</p> <p>1.7 Describe how mechanical and special effects can be achieved.</p> <p>1.8 Describe the limitations of using different mechanical and special effects.</p> <p>1.9 Explain the importance of having clear and complete information regarding the production requirements.</p> <p>1.10 Describe the action to be taken when information is not clear and complete.</p> <p>1.11 Explain how to specify set and prop requirements correctly.</p> <p>1.12 Explain the importance of checking performance requirements with relevant people.</p> <p>1.13 Describe how requirements can be effectively negotiated.</p>

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>2 Know the constraints that impact on the provision of sets and props.</p>	<p>2.1 Describe the constraints that may be placed on the provision of sets and props by:</p> <ul style="list-style-type: none"> ◆ health and safety legislation ◆ budgetary limits ◆ time limitations <p>2.2 Describe the courses of action that can be taken to mitigate the impact of different constraints including:</p> <ul style="list-style-type: none"> ◆ health and safety considerations ◆ budgetary limits ◆ time limitations ◆ environmental considerations
<p>3 Be able to gather the appropriate information to inform the provision of sets and props.</p>	<p>3.1 Implement creative and technical research.</p> <p>3.2 Classify relevant information that will be useful to the production.</p> <p>3.3 Categorise factors that are significant to the planning of the production including:</p> <ul style="list-style-type: none"> ◆ planning constraints ◆ budget limitations ◆ supply and availability of materials ◆ health and safety restrictions <p>3.4 Identify options for achieving any special or mechanical effects required.</p> <p>3.5 Verify the details of the production requirements with relevant people.</p>

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>4 Be able to produce set and prop requirements from production designs.</p>	<p>4.1 Develop specifications for scenic components and props according to the identified production requirements.</p> <p>4.2 Clarify information that is ambiguous or incomplete.</p> <p>4.3 Specify the type, number and purpose of the scenic components and props identified in the production design.</p> <p>4.4 Identify how the use of special effects can assist in meeting the design brief.</p> <p>4.5 Record specified requirements in the correct format.</p> <p>4.6 Produce the required design within agreed timescales.</p> <p>4.7 Liaise with other departments and personnel when further information is required.</p>

Additional information about the Unit
Unit purpose and aim(s)
This Unit aims to assess the learners' ability to analyse production requirements to identify the needs of scenic components and props. This includes liaising with other teams and individuals to help produce effective designs.
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.