



Regulated Qualifications Unit and Assessment Specification

Unit title	Prepare the Operation of Sound for a Live Performance
Regulator unit code	Y/503/5288
SQA unit code	H880 62
SSC Ref	TP43 (P)

History of changes

Publication date: July 2016

Version: 02 (October 2017)

Version number	Date	Description	Authorised by
02	October 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

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Regulated qualifications unit specification

Title	Prepare the Operation of Sound for a Live Performance	
Level	2	
Credit value	3	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the principles of operating sound for a live performance.	1.1 Describe the range of safety regulations and procedures that impact on the operation of sound equipment for live performances.	1.2 State the documentation that should be completed when preparing the use of sound equipment.
	1.3 State whom to gain advice from when problems with equipment are identified.	1.4 Describe the types of requirements that performers may have in regards to sound equipment.
2 Know how to prepare sound equipment for use in a live performance.	2.1 Explain the importance of checking sound equipment prior to use.	2.2 State the typical faults that may be identified with sound equipment.
	2.3 Describe the remedial action that should be taken in response to sound equipment faults.	2.4 Explain where to fit equipment so that it does not impede the movement of the performer whilst retaining optimum performance.
	2.5 Describe how equipment can be hidden in hair and clothing.	2.6 State who should be referred to when a performers clothing makes the fitting of sound equipment difficult.
3 Be able to work with others to effectively prepare sound equipment.	3.1 Identify the needs of the performer.	3.2 Communicate with performers and colleagues in a way that takes account of their technical understanding.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>3.3 Identify any changes that may have an effect on sound operation.</p> <p>3.4 Liaise with sound operators regularly to monitor progress.</p> <p>3.5 Develop contingency plans to deal with typical equipment faults.</p> <p>3.6 Develop sound mix levels that accommodate the requirements of:</p> <ul style="list-style-type: none"> ◆ performers ◆ sound designer ◆ creative team ◆ venue management ◆ producer <p>3.7 Explain the filling of equipment to the performer.</p> <p>3.8 Position equipment to provide optimum performance ensuring that it is safe and secure.</p>

Additional information about the unit
Unit purpose and aim(s)
The aim of this unit is to give learners the knowledge and skills required to prepare sound equipment and to work with other team members when preparing for a live performance.
Unit start date
01/11/14
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
N/A
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)
<p>Creative and culture skills overarching assessment principles.</p> <p>There are no specific assessment requirements for this unit. Please refer to the overall creative and cultural skills assessment strategy in <i>Annexe A</i>.</p> <p>This unit has been developed in line with the principles of 'the assessment strategy' applicable to all regulated qualifications occupational qualifications at all levels within the creative and cultural footprint. The assessment principles have been designed to supplement the guidance issued by the regulatory authorities, including the additional regulatory requirements for qualifications of the type NVQ within the regulated qualifications, and guidance issued by awarding organisations.</p>
Endorsement of the unit by a sector or other appropriate body (if required)
N/A
Location of the unit within the subject/sector classification system
9.2 Crafts, Creative Arts and Design
Name of the organisation submitting the unit
SQA

Additional information about the unit (cont)
Guided Learning Hours
22

Regulated qualifications assessment specification

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 culture skills overarching assessment principles also supports the assessment of this unit.