



Regulated Qualifications Unit and Assessment Specification

Unit title	Provide Amplified Sound for a Live Performance
Regulator unit code	R/503/5287
SQA unit code	H886 62
SSC Ref	SL30

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	Provide Amplified Sound for a Live Performance	
Level	2	
Credit value	5	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Know how to provide amplified sound.	1.1 Describe how amplification requirements can be identified.	
	1.2 Explain how equipment can be checked for safety requirements.	
	1.3 Describe how to identify the sound mix required.	
	1.4 Describe the relevant safety legislation and procedures that impact on the provision of sound.	
	1.5 Explain how problems can be contained during and immediately before a performance.	
	1.6 Describe how to assess changes in acoustics due to the presence of an audience.	
	1.7 State who problems and faults should be reported to.	
	1.8 Explain how problems and faults can be clearly described.	
	1.9 Describe how solutions to problems can be effectively proposed.	
	1.10 State who should be informed of identified equipment faults.	
2 Understand how amplification equipment operates.	2.1 Describe the relevant types of mixers and amplifiers.	
	2.2 State the criteria for the use of mixers and amplifiers.	

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>2.3 State the relevant interconnection standards in use.</p> <p>2.4 Describe the acoustic principles used with the provision of amplified sound.</p> <p>2.5 Explain how acoustic principles can be effectively applied.</p> <p>2.6 Describe how the characteristics of a range of equipment can be optimised including:</p> <ul style="list-style-type: none"> ◆ microphones ◆ amplifiers ◆ loudspeakers <p>2.7 Compare and contrast the uses of active and passive splitters.</p> <p>2.8 Identify the techniques used with multi-speaker and point source systems.</p> <p>2.9 Describe the use of matrix and routing systems.</p>
<p>3 Be able to check that amplification equipment is ready for use.</p>	<p>3.1 Check the equipment is:</p> <ul style="list-style-type: none"> ◆ safe ◆ operates efficiently <p>3.2 Provide the sound at a level which is:</p> <ul style="list-style-type: none"> ◆ Sufficient for audibility. ◆ Not over safe levels. ◆ Not adversely affecting the required sound. <p>3.3 Position loudspeakers to optimise coverage and to minimise spill onto microphones.</p> <p>3.4 Position loudspeakers to minimise visual intrusion and shadows where this is required for the production.</p> <p>3.5 Arrange adequate stand by facilities.</p>
<p>4 Be able to provide amplified sound.</p>	<p>4.1 Provide a suitable sound signal for amplification which is free from defects.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>4.2 Provide amplified sound which meets the requirements of the production.</p> <p>4.3 Identify potential faults and defects in systems and equipment.</p>
<p>5 Be able to correct defects in amplified sound.</p>	<p>5.1 Reduce the potential for howl sound by:</p> <ul style="list-style-type: none"> ◆ using system gain ◆ using equalisation ◆ re-positioning microphones <p>5.2 Assess creative possibilities with sound sources.</p> <p>5.3 Make recommendations for creative possibilities for the use of sound.</p> <p>5.4 Minimise the effect of room nodes on the reproduced sound.</p> <p>5.5 Produce relevant documentation of the corrections made to amplified sound.</p>

Additional information about the unit
Unit purpose and aim(s)
This unit aims to give learners the knowledge and ability to provide amplified sound for a live performance and to deal with problems and faults should they occur.
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
38

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.