



Regulated Qualifications Unit and Assessment Specification

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| Unit title | Organise Technical Communications for a Live Performance |
| Regulator unit code | M/503/5281 |
| SQA unit code | H896 70 |
| SSC Ref | TP62 |

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

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| Title | Organise Technical Communications for a Live Performance | |
| Level | 3 | |
| Credit value | 7 | |
| Learning outcomes | Assessment criteria | |
| The learner will: | The learner can: | |
| 1 Know how to organise technical communications. | 1.1 Critically compare the characteristics of different types of technical communication system. | 1.2 Explain how to identify the technical communication requirements of the production. |
| | 1.3 Describe the operational protocols for use of the technical communication equipment. | 1.4 Describe the labelling requirements for technical communication equipment. |
| 2 Know how to implement technical communications. | 2.1 Explain the legal implications upon the use of communications equipment. | 2.2 Describe the potential sources of interferences to third parties that are: <ul style="list-style-type: none"> ◆ mechanically based ◆ radio based ◆ electrically based |
| | 2.3 Describe the levels of crosstalk between communication and programme. | 2.4 Explain the implications of optimising intelligibility and separation. |
| 3 Be able to identify the technical communication requirements. | 3.1 Identify the requirements for technical communication systems. | 3.2 Make recommendations regarding the type and set up of the system to meet the needs of the production. |
| | 3.3 Develop proposals for communication facilities that make the best use of existing systems. | |

| Learning outcomes | Assessment criteria |
|---|--|
| The learner will: | The learner can: |
| | 3.4 Develop proposals for back up facilities. |
| 4 Be able to establish technical communication equipment. | 4.1 Assess the compatibility of new systems with those already in place. 4.2 Check that the system optimises intelligibility and the separation between circuits. 4.3 Negotiate operational protocols with the appropriate personnel. 4.4 Brief users on the operational arrangements and protocols used. 4.5 Label operational equipment clearly. 4.6 Ensure that items of equipment for personal use are safe and suitable. |

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| Additional information about the unit |
| Unit purpose and aim(s) |
| This unit aims to assess the learners' ability to develop a technical communication system that is suitable for the needs of a live production. This includes understanding how systems operate and developing effective plans for their implementation and set up. |
| 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) |
| Creative and cultural skills overarching assessment principles. 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. |
| 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 |
| Guided Learning Hours |
| 33 |

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