



Regulated Qualifications Unit and Assessment Specification

Unit title	Plan Sound Requirements for a Live Performance
Regulator unit code	L/503/5241
SQA unit code	H89F 70
SSC Ref	SL21

History of changes

Publication date: July 2016

Version: 02 (July 2017)

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

© Scottish Qualifications Authority 2016

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.

Regulated qualifications unit specification

Title	Plan Sound Requirements for a Live Performance	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Know the design concepts of the production.	1.1 Describe the impact that particular design aspects of the production will have upon the sound requirements including: <ul style="list-style-type: none"> ◆ script ◆ score ◆ brief 	1.2 Describe the agreed design concepts of the production.
		1.3 Describe the intended style of impact that is expected of the production.
		1.4 Identify who will be briefed on any alterations to the production requirements.
2 Know how to lead the sound design process.	2.1 Describe the main design requirements for the production.	2.2 Identify who is responsible for the creative and technical requirements of the production.
	2.3 Identify your own responsibilities in the sound design process.	2.4 Describe how an up-to-date knowledge of the design requirements can be maintained.
	2.5 State the roles and responsibilities of other members of the creative and production teams engaged in the project.	2.6 Identify who can clarify information when requirements are not clear.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3 Know the constraints that impact on the sound design process.</p>	<p>3.1 Identify the safety requirements that apply to different types and sizes of venue.</p> <p>3.2 Identify the relevant health and safety requirements that impact on:</p> <ul style="list-style-type: none"> ◆ materials ◆ processes ◆ technology <p>Used in the production.</p> <p>3.3 Describe the quality parameters that are required to be set and agreed.</p> <p>3.4 Assess the financial constraints that may impact on the sound design.</p> <p>3.5 Evaluate the flexibility that applies to the identified constraints.</p>
<p>4 Know the principles of sound design.</p>	<p>4.1 Describe the sound styles and associated qualities that are typically associated with different kinds of production.</p> <p>4.2 Describe the typical staging characteristics associated with different kinds of production including:</p> <ul style="list-style-type: none"> ◆ live music ◆ theatre ◆ dance ◆ opera ◆ corporate events ◆ arenas <p>4.3 State the formats and conventions used in diagrammatic and written specifications.</p> <p>4.4 Explain the principles of acoustics and how they apply to sound system design.</p> <p>4.5 Describe the performance characteristics of suitable equipment to meet the production requirements.</p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>4.6 Define basic electronic principles including:</p> <ul style="list-style-type: none"> ◆ impedance ◆ gain ◆ attenuation ◆ signal to noise ratio <p>4.7 Describe how loudspeaker position affects sound distribution and dispersion.</p> <p>4.8 Explain the concept of gain structure.</p>
<p>5 Be able to identify the sound requirements suitable for the production.</p>	<p>5.1 Establish the expectations and preferences of the decision maker.</p> <p>5.2 Assess the range of information required to inform decision making.</p> <p>5.3 Evaluate the sound requirements of the production.</p> <p>5.4 Assess the feasibility of meeting the sound requirements of the production.</p> <p>5.5 Negotiate suitable changes which may be required of the sound production.</p> <p>5.6 Establish the parameters of the project budget.</p> <p>5.7 Assess where budget overspend may occur.</p> <p>5.8 Develop accurate records of:</p> <ul style="list-style-type: none"> ◆ Agreed sound requirements of the production. ◆ Agreed action to address any budget alterations.
<p>6 Be able to develop a sound plan which meets the production requirements.</p>	<p>6.1 Specify the most appropriate equipment to meeting the requirements of the production taking account of:</p> <ul style="list-style-type: none"> ◆ technical factors ◆ financial factors ◆ equipment availability

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	<p>6.2 Develop a plan of rig positions for the equipment which takes account of:</p> <ul style="list-style-type: none"> ◆ Producing the best sound quality. ◆ Balance of sound quality throughout the performance area. <p>6.3 Develop a sound plan that provides for adequate contingencies for equipment failure.</p> <p>6.4 Assess the suitability of the equipment position to ensure it allows for the intended staging of the production.</p> <p>6.5 Evaluate the cost effectiveness of the system planned when compared to the project budget.</p>

Additional information about the unit
Unit purpose and aim(s)
This unit aims to assess the learners' ability to identify the production requirements and design a sound plan; taking into account the parameters presented by the nature of the venue and the production requirements.
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
44

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.