



LPT

Live performance techniques

Competence units for technical theatre



DEVELOPMENT & IMPLEMENTATION OF COURSES FOR  
THEATRE TECHNICIANS & STAGE MANAGERS

Ova knjiga je preštampana uz odobrenje autora i  
biće korištena kao literatura u Tempus projektu  
ScenTec 530810-TEMPUS-1-2012-1-RS-TEMPUS-  
JPHEs - Razvoj i primjena kurseva za pozorišne  
tehničare i menadžere pozornice”



Co-funded by the  
Tempus Programme  
of the European Union



УНИВЕРЗИТЕТ У БАЊОЈ ЛУЦИ  
АРХИТЕКТОНСКО-ГРАЂЕВИНСКО-ГЕОДЕТСКИ ФАКУЛТЕТ



## Competence units for technical theatre

English version

May 2013

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# Index

1	Introduction .....	5
2	Background .....	6
3	Basic Requirements .....	7
4	Definition .....	8
4.1	Competence units .....	8
4.2	The professional context .....	8
5	The writing process .....	9
6	Process of defining competence units .....	10
6.1	Phase 1: creating the competence unit .....	10
6.2	Phase 2: second read .....	10
6.3	Phase 3: Piloting .....	12
6.4	Phase 4: Finalization .....	12
6.5	Translation in other languages .....	14
6.5.1	Use of language .....	14
6.5.2	The need for a “mother language” .....	14
7	Competence unit format .....	15
7.1	Heading .....	15
7.1.1	Unique number .....	15
7.1.2	Title .....	15
7.1.3	Level .....	16
7.1.4	Status .....	16
7.1.5	Context .....	16
7.1.6	Competence area .....	16
7.1.7	Place in the process .....	19
7.2	Elements .....	19
7.2.1	Title .....	19
7.2.2	Skill .....	19
7.2.3	Knowledge .....	19
7.2.4	Attitude .....	19
7.2.5	Autonomy .....	19
7.3	Lay-out .....	21
7.4	More information .....	21
7.4.1	Documents .....	21
7.4.2	Assessment methods .....	21

8	Use.....	22
8.1	Comparing profiles .....	22
8.2	Portfolio .....	22
8.3	Training needs analysis .....	22
8.4	Self-evaluation.....	22
8.5	Reference materials .....	23
8.6	Other possibilities .....	23
9	Copyright.....	24
10	A critical note .....	25
11	The future .....	26
12	Partnerorganisaties LPT .....	27

# 1 Introduction

The TTT (Theatre Technical Training) project and its successor the LPT (Live Performance Technics) project had set as goal to bring transparency in the content of the various technical theater professions in the participating countries.

The projects were developed with support from the Leonardo Life Long Learning program. The TTT project under the title "Innovation" and the LPT project under the name "Dissemination of results".

During this five-year process professionals from Finland, Sweden, the United Kingdom, Italy and Belgium worked together on a workable model for the organization of the competences of professionals in the performing arts.

This work is not finished, in fact, it will never be finished. The development of the sector makes a permanent update necessary.

The results are summarized in this document. The first part is a brief description of the underlying principles of the competence descriptions and tools to work with them. The second part covers the competency units that were defined during the project.

## 2 Background

At the start of the first project the intention was to make common job descriptions for the professions in the performing arts sector.

It quickly became apparent that it is impossible to describe occupations in a European context. Moreover, the group came to the conclusion that it is impossible even within a national context.

A stage manager is not a "toneelmeester" or "régisseur général". A stage manager in an opera house in needs other skills than his colleague in a theatre. The titles and the content vary depending on the organization of work, the type and size of organization, type of productions and the composition of the crew.

Of course, all necessary tasks for a stage production are performed by someone. However, they are not always performed by the same function or in the same combination of functions.

Based on this conclusion we searched for an alternative to map the competences of the various professions and make them transparent and comparable. This quest resulted in the final concept.



### 3 Basic Requirements

To make skills useful in a European context, it is essential that the descriptions are language independent, independent of culture and independent of technology. This because they should be transferable to new local contexts. This puts a significant responsibility to the reader / user. He / she must interpret the content and put it in the local context.

To translate existing job descriptions into a transparent, readable and comparable system, the competences have to be small enough. They should be smaller than or equal to the existing descriptions. Otherwise, an existing profile can never be described accurately. Within this project we like to make the comparison with the "lowest common denominator" to describe this.

The units should also be written in sufficient detail so that a user in a different context understands what the precise scope is. The description must indicate not only the content of the competence, but also the level at which it is governed.

Where possible we also sought the greatest possible universality. This creates a "reusability" of competences. The competences can be transferred from one profile to another. Because the competences are written as "lowest common denominator" the set designer and lighting designer will both have the competence "design" in their profile. The context of technical skills on light or set decide what kind of designer is meant.

Because a large number of competences are created by this method, it is necessary to place them in a matrix or cluster to improve searching. Within this project we have chosen for a combination of both. The competences are classified in fields and subfields, but they are also placed on the timeline of a production.

Finally, we found it important that the descriptions were usable for different purposes. The same competency units must be useful for making individual profiles, portfolios, job profiles, training needs analysis, making of training programs, monitoring of learning progress, etc.

We are convinced that these conditions contribute to more transparency between the various countries and organizations. Mobility is strongly facilitated in this way.

## **4 Definition**

The TTT tool is an instrument to make different competence descriptions readable and comparable through Europe. It is a “go between” that makes different types of competence documents readable and comparable. The structure is based on competence units written in a specific format. These units are placed in a grid that defines the occupational context. This makes it possible to translate all existing competence documents in a group of competence units that describe the content. We call this a competence profile. These profiles can be compared by checking which units differ or which units are identical.

### **4.1 Competence units**

A competence unit in the context of this tool is a description of skills, knowledge and attitudes that appear always together and are needed to fulfil a certain task within a certain (occupational) context.

To be useful for comparison the units have to be written in a specific way. They have to reflect the essence of a competence stripped from regional, technological or professional references. The size should be a “smallest common denominator”.

### **4.2 The professional context**

The occupational context is defined by the place in the grid. Additional information is given in the context description within the unit.

The grid is a combination of the Field or area (and sub areas), the Place in the process and the Level. This makes it possible to place every unit in a specific professional area, a specific place in the production process and at a specific level. It does not mean that these competences can't appear in other areas, process places or levels. The units are placed where they are most visible. For reasons of readability, links are added in other areas. The level (see EQF) always indicates the lowest level on which the content of the unit is practiced.

The place in the grid is also determined by the unique number of the unit.

## 5 The writing process

Writing the units is a very intensive process. An average of 3 to 4 hours was spent on a unit. Therefore we developed a method in which the participants / writers had to travel as little as possible.

In a face to face meeting, the grid was developed and the (working) titles of the units created. This was done on the basis of a brainstorm that followed (and mapped) the timeline of the production.

The units, however, were written synchronously / on-line. Representatives of different countries worked together weekly via Skype audio and a Wiki site. This approach has the advantage that you can work in short intensive sessions without frequent, time-consuming trips.

The first, rough text was prepared by one of the participants and placed on a Wiki page. The inspiration for the raw text mostly came from existing documents, professional profiles, training programs, job descriptions, ...The group then discussed the text over Skype, while one of the participants, modified the text on the spot. All participants could see the changes in "real time". This is very important because the visual aspect of a text and the relationships between the various components is sometimes crucial to understand the changes.

In the beginning, this way of working requires adaptability and discipline. One must develop a certain rhythm in the conversation and agree on when the pages are updated (refreshed). Once a group has acquired a certain routine in this method of cooperation it works very smoothly.

An additional advantage of this method is that the face to face contact time can be used to solve problems that do need direct human contact.

## **6 Process of defining competence units**

This part describes how we work to define / write the units. The process guarantees accurate descriptions with enough feedback from the sector. The process has 4 phases, with at the end of each phase a decision is required. If the result of a phase doesn't meet the needs, the process returns to an earlier stage.

### **6.1 Phase 1: creating the competence unit**

The first step of the first phase is the definition of the unit titles. For clarity this is done following the logical order of the production process. The titles are placed in the grid, which means defining place in the process, area and level. This helps to define the limits of the unit, as they are defined by their relation to each other.

In a second step the content of the unit is defined in the standard format. This can be done by brainstorming about the actual content.

In a third step the unit is checked in relation to the other units and overlaps. If needed the place in the grid or the content is corrected.

After this, the unit is sent to the partners for evaluation by the national groups.

### **6.2 Phase 2: second read**

Based on the feedback of the partners, the content is fine-tuned and checked with the checklist for competence units. If needed corrections are made otherwise the unit is sent out for piloting. Corrections can include adding, merging or deleting units.

## Checklist competence units

This list is meant to check the description of a competence unit and keep its writing as "standard" as possible.

- **Regional context independent** (no references to local situations or legislation)
- **Job description independent** (no references to job titles as they vary from place to place)
- **Technology independent** (no references to specific equipment, where possible)
- **Smallest common denominator** (it should be impossible to have half of a unit in a profile / curriculum / job description, you should be able to answer with yes or no)
- **Observable / measurable**
- **Objective**
- **Unique** (should be different from other competences, if they appear in several fields, they should move to a more general one)
- **Written as general as possible** (Only connected to a specific field if necessary )
- **Non discriminating** (it should not exclude anyone)
- **Readable** (the unit is understandable for an average professional in the field)
- **Positive descriptions** (the description does not mention what shouldn't be done)
- **Sentence structure** is [verb single] + limits
- **Specific and detailed enough** to avoid differences in interpretation
- **Clear definition of the level** of a skill or knowledge (for example the difference between know, understand and being able to apply or between read and interpret)
- **No general descriptions** like "in a proper way" or "in a good way"
- **In a clear context** (there should be no misunderstanding about the limits within which to measure)
- **No evident skills, knowledge or attitudes** (like work safely) except if crucial for the competence unit
- **No evident autonomy remarks**, only if the level of the unit is not sufficiently clear
- **The unit appears in the grid on the place where it is most significant**, even if the content also appears in other places.

### 6.3 Phase 3: Piloting

The piloting is done by the partners in different situations and different countries. Ideally the content is tested in an educational, a training and an assessment environment. During the testing, the unit is checked for usability as well as content. Details about the criteria can be found in the Checklist for piloting. Based on feedback of the partners the content is tuned again.

### Checklist for piloting

This list is meant to check the workability of the units during the piloting phase. The list is still under construction.

#### Every competence unit

- place in the process, field
  - is the unit placed in the most typical place and field?
  - is the unit copied in the right fields?
- Content
  - is the content written in understandable language for practitioners?
  - are there parts missing (that would fit in the description)?
  - is the level of knowledge and skills clear?
  - is the description easy applicable to your working tradition?
  - does the level fit with the expected level?
- Size
  - Size is workable, it is assessable in one piece
  - Does it happen that only half of the competence is part of a job? (no situations where half of a unit is used)
- Level
  - if you compare levels with job descriptions, do they match? (in the lowest job description where they appear)
- Assessment methods
  - do people agree that it is possible to assess with these methods?

The whole of the units written

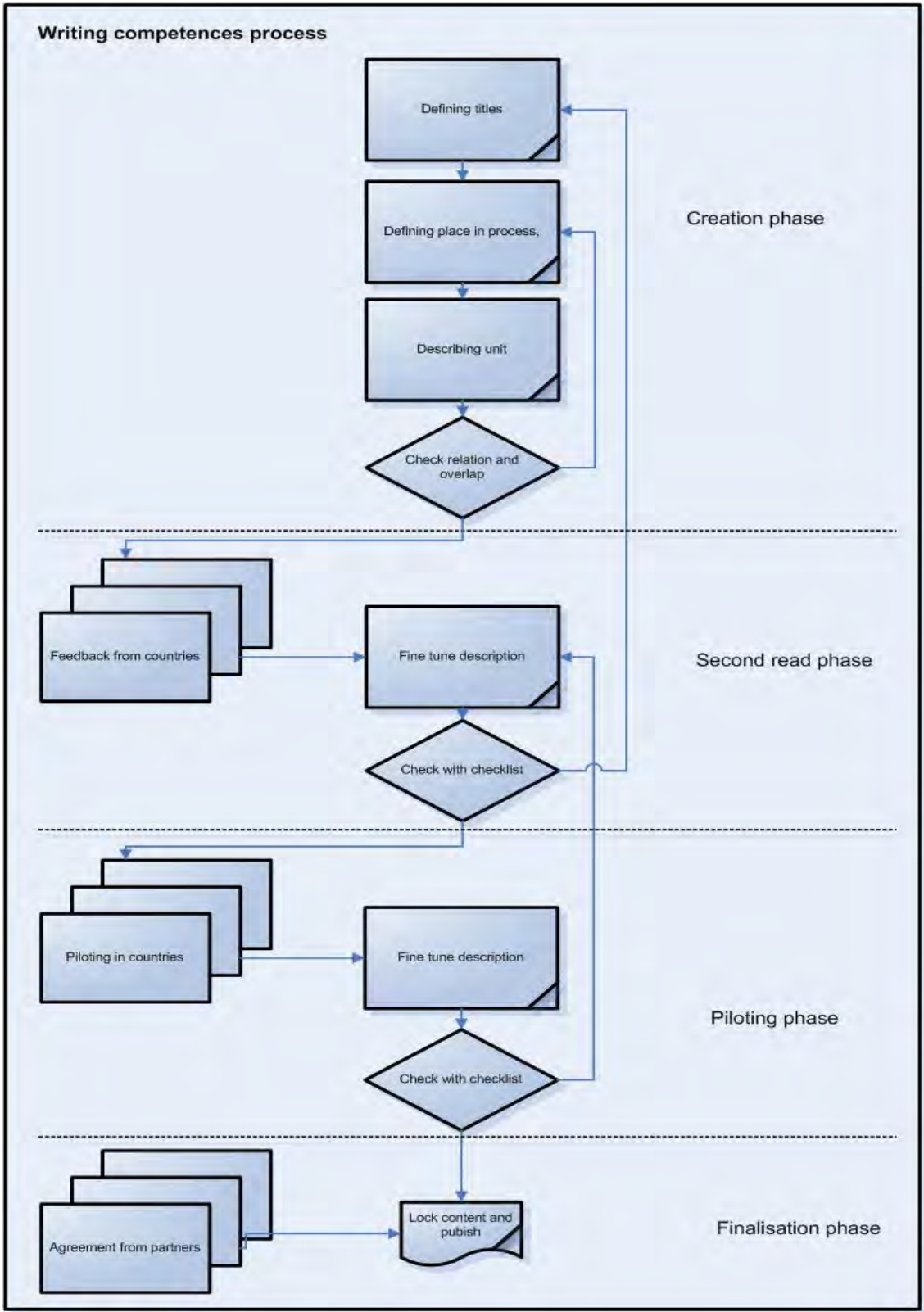
- are competence units missing?
  - Are there vital units missing that make it difficult to describe a person's competences

### 6.4 Phase 4: Finalization

After the piloting phase, the unit is send to all partners for agreement. Once the agreement is reached, the content is published and locked. It can be used now to create profiles.

Locked units can't be changed. If the need for a change would arise, a new version has to be written, and the old one will be marked "new version available" but stays published. This is necessary because otherwise the links to profiles would be broken or inaccurate.

Schematic overview



## **6.5 Translation in other languages**

After the unit is locked, it can be translated into different languages. The translated units are given the same number. This makes it possible to compare profiles from different languages.

The practice shows that during translations uncertainty appears on the exact interpretation of the original text. In this case we returned and adapted the original text. The content wasn't changed, only clarified.

### **6.5.1 Use of language**

To be useful, the descriptions in the competence units must be very accurate and leave no room for misinterpretation. This has as a consequence that the language used must be read in a more strict way than in daily use. Nuances become important to understand the exact meaning and depth of a description. Differences between for example "basic knowledge of " and "being able to apply" describe the exact level at which a competence should be seen.

On the other hand, the descriptions have to be written so that the end user, who can be a practitioner, an assessor as well as an educator understand them. The language has to be clear, accurate and easy to understand.

### **6.5.2 The need for a "mother language"**

During the process, we realized the necessity of a "mother language". Because the creation process goes over the units several times, translations in between are not helpful. On the one hand guarding the integrity of text becomes difficult, keeping text in different languages synchronous is almost impossible; on the other hand using several languages influences the workability and increases the workload.

A second reason for the use of a common language is to avoid sliding of content. If a translation starts from an already translated text, there is a risk for slowly changing of the exact meaning of the descriptions. It is absolutely essential that translations should start from the same text.

The choice for English as a mother language is purely pragmatic. English is widely spread in the technical theatre area. Terminology in a lot of countries is based on English terms.

This is also the reason why only the end-user parts are translated in the different languages. The creators of the competences should speak a common language.



## 7 Competence unit format

The competence units are written in a standard format. This document is divided in 4 parts: Header, units, assessment and documents.

### 7.1 Heading

The header describes the context of the unit. It consists of the following parts:

#### 7.1.1 Unique number

Each competence unit has a unique number, consisting of 4 x 2 digits.

- The first set of 2 digits defines the competence Area or field, for example 01 for light. If a competence unit is part of several areas the most crucial one defines the number. (For clarity the unit will also appear in lists of other areas, but with its original number)
- The second set of 2 digits defines a Sub-area or subfield, for example 0110 would be light – Follow spots.
- The third set of 2 digits defines the Place in the process. For example 10 would be a competence in the planning process. If a competence appears in several parts of the process, the most essential one is used. Should it be impossible to define a place, it will be marked as independent.
- The last set of 2 digits will give the competence a unique number. The number 00 is reserved for overviews of areas and titles.

##### 7.1.1.1 Adding new competence areas, sub-areas and process parts

The competence areas are numbered in a way that makes it possible to add extra fields later on and keep the logic of the numbering.

The numbering groups areas in a specific way. Technical competences that are used during performance start with a 0, technical competence areas that can appear also outside theatre or that are not stage related start with 1, artistic competences start with 2, and so on.

In the same way the sub competence areas are numbered going up by 10 at a time. This makes it possible to add sub areas in between later on.

The process parts are also numbered so that it is possible to refine if necessary.

#### 7.1.2 Title

The title should give a short, but exact description of the content. It is very important that it reflects the content as this will be the first selection criteria people will use.

### **7.1.3 Level**

The levels used in this tool are based on the (proposed) European Qualification Framework (EQF). For practical use, the definitions are rewritten to be more readable and concrete applicable in the technical theatre context.

#### **Level 1**

Basic skills, basic general knowledge that is not occupation specific fully supervised

#### **Level 2**

Limited range of skills and occupation specific knowledge

#### **Level 3**

A range of field specific skills and broad occupation specific knowledge

#### **Level 4**

Significant field-specific skills and knowledge. Can supervise routine work of others

#### **Level 5**

Broad practical skills and broad theoretical and practical knowledge. Management of people

#### **Level 6**

Detailed theoretical and practical skills and knowledge. Administrative resource and team management

#### **Level 7**

Develop new skills in response to emerging knowledge and techniques. Leadership skills in complex environment

#### **Level 8**

Mastery of a highly specialized field of knowledge and skills. Strategic decision making capacity combined with innovative leadership skills in a complex environment.

### **7.1.4 Status**

The status describes in which stadium of creation the unit is at the moment. A user will only see the “agreed” or “new version available” status. The other descriptors are used during the creation process. (see also Process of writing competence units)

#### **List status descriptors**

- Creation
- Second read
- Ready for piloting
- Agreed New version available

### **7.1.5 Context**

The context describes where the unit is situated and where the limits are. The context should help users to understand the exact meaning and place in the work practice. One could say it is the translation in human language of the header.

### **7.1.6 Competence area**

The areas and sub-areas indicate where a unit would fit or in which area or specialisation it would be most visible. The main reason for this description is because it helps to make the lists of units readable and understandable in the logic of the end user.

The word “area” should not be read as “job description”; the area should be read as an indicator and not as an absolute limitation. For example “drawing a light plan” is something typically done within the lighting area, but of course it will also be part of documenting a production. Where needed for readability, links to units will be placed in the areas concerned.

Introduction TTT – LPT project

## List of areas and sub areas

- General
  - (0000)
- Light
  - General (0100)
  - follow spots (0110)
  - Non-conventional sources (0120)
  - moving lights (0130)
- Sound
  - General (0200)
  - Live (0210)
  - Recording (0220)
  - Wireless (0230)
  - Communications (0240)
  - Facilitating Radio & TV (0250)
- Stage
  - General (0300)
  - Management (0310)
  - Automated (0320)
- Flying systems
  - General (0400)
  - motorized (0410)
  - automated (0420)
  - Fly people (0430)
  - Access Equipment (0440)
  - Scaffolding (0450)
  - rigging motor hoists (0460)
- Video
  - General (0500)
  - Live (0510)
  - interactive systems (0520)
- Special effects
  - General (0600)
  - mechanical (0610)
  - props and electrical (0620)
  - pyrotechnics (0630)
  - weapons (0640)
- Costume, Make-up and hair
  - general (0900)
  - Costume (0910)
  - Make-up (0920)
  - Millinery (0940)
  - Wigs (0950)
  - Masks (0960)
- Technical
  - General (1100)
  - engineering (1110)
  - electrical (1120)
  - electronics (1130)
  - Carpentry (1140)
  - Metalwork (1150)
  - Upholstery (1160)
- Set and props
  - General (1200)
  - props (1210)
  - Scenic construction (1220)

- Logistics
  - General (1500)
  - Building (1510)
  - Transport (1520)
- Front of house
  - General (1600)
  - Customer care (1610)
  - Hospitality (1620)
  - Retail (1630)
- Artistic
  - General (3000)
  - Design (3010)
- Administration
  - General (4000)
  - documenting (4010)
  - ICT (4020)
- Personal skills
  - General (5000)
  - Communication (5010)
  - Social skills (5020)
  - Learning skills (5030)
  - language skills (5050)
- Health and Safety
  - General (6000)
  - Organizational level (6010)
  - personal (6020)
  - Audience (6060)
  - First aid (6070)
  - Fire safety (6080)
  - Risk (6090)
- Management
  - General (7000)
  - Yourself (7010)
  - Team (7020)
  - Volunteers (7021)
  - Productions (7030)
  - Performance (7031)
  - Space (7040)
  - Technical resources (7051)
  - Logistics (7052)
  - Human resources (7054)
  - Health and safety (7055)
  - Finance (7056)
  - Training and development (7057)
  - Quality (7058)
  - Rights (7060)
  - Freelance work (7090)

### **7.1.7 Place in the process**

The place in the process indicates where a unit would appear or where it would be most visible in the production process. The main reason for this description is because it helps to make the lists of units readable and understandable in the logic of the end user.

The place should be read as an indicator and not as an absolute limitation. For example drawing a light plan is something typically done during the planning phase, but of course it will also be done during rehearsal corrections.

#### **List place in process**

- Independent (00)
- Planning (10)
- Preparing (20)
- Rehearsing (30)
- Running the show (40)
- After (50)
- Maintenance (60)

## **7.2 Elements**

The elements are the heart of a unit. Every unit has one or more elements. In every element, the content of a single task is split into skills, knowledge, attitudes and autonomy. These are described in observable criteria. The elements are written in this format:

### **7.2.1 Title**

The title gives a brief but accurate description of the content of the element.

### **7.2.2 Skill**

This defines the necessary skills to perform a certain task. The skills are written in simple, "measurable" phrases.

### **7.2.3 Knowledge**

This describes the background knowledge necessary to perform a task.

### **7.2.4 Attitude**

An attitude is the definition of a behaviour in a professional context. For example: "customer commitment" is a behavioural competency.

### **7.2.5 Autonomy**

This indicates the level of responsibility and is only defined when relevant.

## Example Competence unit

This is an *example and explanation page* of the layout for a competence unit in the Tool.

Inside square brackets and displayed with red text; [red text] you will find some additional information about the headline on same line.

01102001 [index number showing where this specific competence unit belongs]

[Main page](#) [List by Area](#) [List by Level](#) [Hyperlinks for shortcuts in the Tool]

### Set up follow spots [Headline for the competence unit of the page]

- **Level: 2** [Level refers to the EQF (European Qualification Framework). Level from 1-8]
- **Status:** Ready for piloting [4 different status; xxx, ready for piloting, published, old]
- **Context:** Preparing follow spots in different types of locations [The most typical situation this competence unit is expected to be found in]
- **Competence area:** Lighting (follow spots) [The competence area to which this competence unit belongs]
- **Place in the process:** Preparing the performance [Every competence unit in the Tool is placed in relation to where it normally belongs in terms of a production process. Places in the process where the competence unit normally occurs is; General/Independent, Preparing the performance, Rehearsing the performance, Running the performance, After the performance]

Elements: [One competence unit consists of at least one element. More complex competence units must be divided into the smallest common part]

#### 01 Fitting up follow spots [The first element of this competence unit]

**Skills:** [list of the skills part that together with knowledge, attitude and autonomy forms a competence unit]

- prepare an operating space
- install and secure light stands for follow spots
- install or rig follow spots
- fitting up and checking accessories
- balance follow spots
- connect to power supply
- check angles

**Knowledge:** [list of the knowledge part that together with skills, attitude and autonomy forms a competence unit]

- rigging and balancing procedures for follow spots

**Attitude:** [only marked out when needed]

**Autonomy:** [only marked out when needed]

### **7.3 Lay-out**

Text is more than a sequence of words. It has become very evident in this project, that the lay-out, but also the order of the different success, criteria and the order of the elements are of crucial importance for the understanding of the text.

Therefore, great care is taken to put these elements in the correct order. The sequence was primarily determined by the relationship between the elements and the order in which they are usually carried out or needed.

### **7.4 More information**

In a first version of the competence units more information was included. This proved impracticable in an off-line environment. We like to give them anyway because they can be useful in future on-line applications

#### **7.4.1 Documents**

The last part defines the relation between national occupational standards and the unit. The relation is decided by the makers of the national standards. In theory there are 3 possibilities:

- The unit is identical to an occupational standard, this means that the two descriptions are interchangeable. In the context of the tool, we do not take differences that refer to national legislation or regulation into account.
- The unit is part of an occupational standard. This means that the national occupational standard includes the whole unit.
- The occupational standard is part of the unit. In fact this description should be avoided, because it would mean that the size of the unit is too big.

#### **7.4.2 Assessment methods**

A list of possible assessment methods and associated tools was part of the tool.

This part was too dependent on local legislation and standards.

## 8 Use

During the two projects a series of tests are conducted with mock-ups (models) of possible tools.

The reason we worked with mock-ups is double. The project did not really have a "ICT budget" that allowed the development of on-line applications. Working with mock-ups also has a number of advantages.

The mock-ups are built in standard applications (Excel, Access) allowing quick adjustments to be made if certain functions do not comply. In this way, there is no need for a framework that regulates user access to the data, which ensures that the core of the application is tested.

Nevertheless in time an on-line application is needed. It is impossible to keep adapted or additional units synchronously with applications in use. In processes where more than one partner is involved it is nearly impossible to monitor the integrity of the data since there will be circulating several versions of the data.

The mock-ups are downloadable on the project site.

### 8.1 Comparing profiles

This is a fairly simple application in Excel, where two profiles are entered with as the result a graphical representation of the similarities and the differences. This allows training profiles, job profiles, etc. to be compared. Given the language independent application, profiles can be compared in different languages .

### 8.2 Portfolio

The portfolio application includes, in addition to traditional information, the personal profile of the user on the basis of the competence/ units. The user can link evidence to the units. He may also prepare an individual learning path to come, in which action, comments from a coach and milestones are recorded. Combined in an online environment, this application would also allow the assessment of a digital portfolio.

### 8.3 Training needs analysis

Based on a method for the analysis of training needs, developed by Tony Bond, we developed an application in which the need for training was described on the basis of the competence/ units.

With this an individual user gives the extent to which a particular unit is relevant to its function, the extent to which he feels competent in this section and to what extent additional training is necessary. On the basis of this data an individual training path can be set up very fast.

### 8.4 Self-evaluation

This document, made in Excel, gives the user four statements for each competence unit. In these statements the following gradation is applied (the text is appropriate to the content of the competence):

- I've never had anything to do with this competency
- I have some experience, but not enough to work independently
- I can perform autonomously
- I have a lot of experience, I am an expert

In this way, a user is quite capable to estimate his own level. In theory, level 3 is sufficient, the fourth level is introduced in order to make enough nuance and to add competences that occur at different levels.

An adapted version where a professional is evaluated by himself, a colleague and a superior and where the result is matched with a function profile also had a positive outcome. Not only could the missing competences be measured, but the complementary competences of the team also became visible.



## **8.5 Reference materials**

In addition to the use in different applications, the units are also proved to be very useful as reference material in the development of professional profiles and training profiles.

## **8.6 Other possibilities**

We see more potential applications based on the detailed competence/ units. After all, they are a universal "backbone" to which all phases of the learning and working process can be linked. (see also "the future").

## 9 Copyright



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There are two reasons for this license. First of all, the group considered that material established with the support of the EU should benefit the entire community. Secondly, a system like this can only function if everyone has access to the content.

However, to avoid confusion with the "standard", users are asked to indicate clearly if they make adjustments to the units.

Users who make adjustments or additional units are asked to provide them to the group. In this way, missing pieces of the puzzle can be supplemented.

## 10 A critical note

Writing competence/ units requires routine, trust and mutual understanding. Good knowledge of the labour situation in the different countries, understanding of each other's language, jargon, nuances and sensitivities have grown during the development process. As a result, the writing evolved during the process. The list in the second part indicates the competence/ units as they are written.

Between the start of the project and now a lot has changed:

- The vision of defining competences in learning outcomes.
- The increasing importance of responsibility and autonomy in the levels
- The EQF has evolved, been approved and now converted into national systems
- ECVET and ECTS are elaborated and slowly being matched.

This work is not finished, it will never be finished. Regular updates are necessary to keep it up to date.

## 11 The future

The experience with this project has brought new insights and new challenges. The group would like to continue working on the basis of the developed concept and adapt it to the changed circumstances.

In the first place we thought of refining and defining the notation. The addition of a credit system, including the determination of the relationship between credits at various levels should receive great attention.

It also seems important to check the units already written and update them where needed. Especially the units from the first TTT project could be improved. The syntax has indeed changed quite a lot during the five years that have elapsed between the start of the first project and the end of the second.

We want to transform the tested tools in an on-line application. This would spread the information and expand opportunities thoroughly.

The capabilities of the competence/ units as building blocks of learning and work-related applications are endless. We think of defining competences in portfolio, assessment linked to digital evidence and on-line validation, defining, formulating and monitoring personal learning pathways, defining programs in which learning content, training content and (self-) evaluation are linked, defining professional competence profiles, standards and job profiles, comparing training and make exemptions transparent, the planning and formulation of training at company level, selection of candidates and the matching of supply and demand in the labour market.

All this could turn into a lifelong portfolio, where the learner has a uniform portfolio from the moment he/she is at school that he/ she can take along his/her career to define and control it.

We hope to continue with the following the steps in the near future.

# 12 Partner organisations LPT

## Belgium

TEAD vzw ( [www.tead.be](http://www.tead.be) )

Erasmushogeschool Brussel ([www.ehb.be](http://www.ehb.be) , [www.podiumtechnieken.be](http://www.podiumtechnieken.be) )

## Europe

Pearle\* ( [www.pearle.ws](http://www.pearle.ws) )

Euro-Mei ([www.uniglobalunion.org](http://www.uniglobalunion.org) )

## Finland

Metropolia ([www.metropolia.fi/en/](http://www.metropolia.fi/en/))

TeMe ([www.teme.fi](http://www.teme.fi))

## Italy

Accademia Teatro alla Scala ([www.accademialascala.it](http://www.accademialascala.it))

## Sweden

Dramatiska Institutet ([www.dramatiskainstitutet.se](http://www.dramatiskainstitutet.se))

Svensk scenkonst ( [www.svenskscenkonst.se](http://www.svenskscenkonst.se) )

Teaterförbundet ( [www.teaterforbundet.se](http://www.teaterforbundet.se) )

## United kingdom

Skillscene ( [www.skillscene.com](http://www.skillscene.com) )

Theatre technical training services

## Competence units for theatre technicians

English version  
August 2009

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## INDEX

# Competence units LPT project

<b>GENERAL COMPETENCES .....</b>	<b>8</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>8</b>
00 00 00 01 GET IN AND GET OUT PERFORMANCE EQUIPMENT .....	9
00 00 00 02 READ AND USE TECHNICAL DOCUMENTATION.....	10
<b>PLANNING THE SHOW .....</b>	<b>11</b>
00 00 10 01 DRAW AND DOCUMENT LIGHTING PLAN MANUALLY .....	12
00 00 10 02 DRAW LIGHTING PLANS WITH CAD SYSTEM.....	13
00 00 10 04 ANALYSE DOCUMENTATION AND ORGANISE RESOURCES .....	14
<b>RUNNING THE SHOW .....</b>	<b>15</b>
00 00 40 01 OBSERVE THE SHOW AND REACT TO TECHNICAL MALFUNCTIONS .....	16
00 00 40 02 OBSERVE THE SHOW AND MAINTAIN THE ARTISTIC QUALITY .....	17
<b>LIGHT (GENERAL) COMPETENCES.....</b>	<b>19</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>19</b>
01 00 00 01 FORESEE AND PREVENT TECHNICAL PROBLEMS WITH LIGHTING EQUIPMENT.....	20
<b>PREPARING THE SHOW.....</b>	<b>21</b>
01 00 20 01 FOCUS LIGHTING EQUIPMENT .....	22
01 00 20 02 INSTALL AND OPERATE DIMMER EQUIPMENT .....	23
01 00 20 03 SET UP LIGHT BOARD .....	24
01 00 20 04 DISTRIBUTE CONTROL SIGNALS .....	25
01 00 20 05 INSTALL CONVENTIONAL LIGHTING .....	26
<b>REHEARSING THE SHOW.....</b>	<b>27</b>
01 00 30 01 OPERATE A MANUAL LIGHTING CONSOLE .....	28
01 00 30 02 PLOT AND REHEARSE LIGHTING STATES WITH CONVENTIONAL LIGHTS .....	29
<b>RUNNING THE SHOW .....</b>	<b>30</b>
01 00 40 01 OPERATE LIGHT BOARD ON CUE DURING PERFORMANCE PERIOD .....	31
01 00 40 02 OPERATE LIGHT BOARD INDEPENDENTLY DURING PERFORMANCE PERIOD .....	32
<b>MAINTENANCE .....</b>	<b>33</b>
01 00 60 01 PREVENTIVE MAINTENANCE AND RECOGNISING MAINTENANCE NEEDS ACCORDING THE LIGHTING DESIGN .....	34
01 00 60 02 CHECK, MAINTAIN AND REPAIR CONVENTIONAL LIGHTING EQUIPMENT .....	35
01 00 60 03 MAINTAIN DIMMER EQUIPMENT .....	36
<b>LIGHT (FOLLOW SPOTS) COMPETENCES.....</b>	<b>37</b>
<b>PREPARING THE SHOW.....</b>	<b>37</b>
01 10 20 01 SET UP FOLLOW SPOTS .....	38
<b>RUNNING THE SHOW .....</b>	<b>39</b>
01 10 40 01 OPERATE FOLLOW SPOTS INDEPENDENTLY .....	40
01 10 40 02 OPERATE FOLLOW SPOTS ON CUE .....	41
<b>LIGHT (NON-CONVENTIONAL SOURCES) COMPETENCES .....</b>	<b>42</b>
<b>PREPARING THE SHOW.....</b>	<b>42</b>
01 20 20 01 FIT UP AND RIG NON-CONVENTIONAL LIGHTS .....	43
<b>MAINTENANCE .....</b>	<b>44</b>

# INDEX

01 20 60 01 CHECK, MAINTAIN AND REPAIR NON-CONVENTIONAL LIGHTING EQUIPMENT ...	45
<b>LIGHT (MOVING LIGHTS) COMPETENCES.....</b>	<b>46</b>
<b>PREPARING THE SHOW.....</b>	<b>46</b>
01 30 20 01 FIT UP AND RIG AUTOMATED LIGHTS.....	47
<b>REHEARSING THE SHOW.....</b>	<b>48</b>
01 30 30 01 PLOT AND REHEARSE LIGHTING STATES WITH AUTOMATED LIGHTS.....	49
<b>MAINTENANCE.....</b>	<b>50</b>
01 30 60 01 CHECK, MAINTAIN AND REPAIR AUTOMATED LIGHTING EQUIPMENT AND ACCESSORIES.....	51
<b>SOUND ( GENERAL ) COMPETENCES.....</b>	<b>53</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>53</b>
02 00 00 01 USE COMMUNICATION EQUIPMENT .....	54
02 00 00 02 FORESEE AND PREVENT TECHNICAL PROBLEMS WITH SOUND EQUIPMENT ....	55
<b>PLANNING THE SHOW .....</b>	<b>56</b>
02 00 10 01 TECHNICALLY DESIGN A SIMPLE SOUND SYSTEM .....	57
02 00 10 02 TECHNICALLY DESIGN A COMPLEX SYSTEM.....	58
<b>PREPARING THE SHOW.....</b>	<b>60</b>
02 00 20 01 FIT UP AND RIG SOUND ON STAGE .....	61
<b>REHEARSING THE SHOW.....</b>	<b>62</b>
02 00 30 01 OPERATE A MANUAL MIXING CONSOLE .....	63
02 00 30 02 PREPARE A SOUND CHECK .....	64
02 00 30 03 RUN SOUND CHECK .....	65
02 00 30 04 READING THE SCORE .....	67
02 00 30 05 PROGRAM AND REHEARSE SOUND CUES .....	68
<b>RUNNING THE SHOW .....</b>	<b>69</b>
02 00 40 01 MONITOR MIXING IN A LIVE SITUATION .....	70
02 00 40 02 ADVANCED SOUND MIXING IN A LIVE SITUATION.....	71
02 00 40 03 BASIC SOUND OPERATING TECHNIQUES IN A LIVE SITUATION.....	72
<b>MAINTENANCE.....</b>	<b>73</b>
02 00 60 01 CHECK, MAINTAIN AND REPAIR SOUND EQUIPMENT .....	74
02 00 60 02 PREVENTIVE MAINTENANCE AND RECOGNISING MAINTENANCE NEEDS ACCORDING TO THE SOUND DESIGN.....	75
<b>SOUND ( LIVE ) COMPETENCES .....</b>	<b>76</b>
<b>PREPARING THE SHOW.....</b>	<b>76</b>
02 10 20 01 TUNE UP THE PA .....	77
<b>SOUND ( RECORDING ) COMPETENCES .....</b>	<b>78</b>
<b>PLANNING THE SHOW .....</b>	<b>78</b>
02 20 10 01 PLAN A RECORDING .....	79
<b>PREPARING THE SHOW.....</b>	<b>80</b>
02 20 20 01 SETTING UP A MULTI-TRACK RECORDING.....	81
02 20 20 02 MUSIC MIXING .....	82
02 20 20 03 BASIC RECORDING.....	83
02 20 20 04 RECORDING MUSIC .....	84



# INDEX

02 20 20 05 BASIC EDITING.....	86
02 20 20 06 MULTI-TRACK EDITING AND MIXING.....	87
02 20 20 07 SET UP BASIC RECORDING.....	88
02 20 20 08 MULTI-TRACK RECORDING.....	89
<b>SOUND ( WIRELESS ) COMPETENCES .....</b>	<b>91</b>
<b>PREPARING THE SHOW.....</b>	<b>91</b>
02 30 20 01 TUNE UP THE WIRELESS SYSTEMS .....	92
<b>STAGE ( GENERAL ) COMPETENCES .....</b>	<b>93</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>93</b>
03 00 00 01 ENSURE THE VISUAL QUALITY OF THE SCENERY AND SET-DRESSING .....	94
03 00 00 02 FORESEE AND PREVENT TECHNICAL PROBLEMS WITH STAGE EQUIPMENT .....	95
03 00 00 03 FORESEE AND PREVENT TECHNICAL PROBLEMS WITH SCENIC ELEMENTS .....	96
<b>PLANNING THE SHOW.....</b>	<b>97</b>
03 00 10 01 DRAW STAGE LAYOUTS MANUALLY .....	98
<b>PREPARING THE SHOW.....</b>	<b>99</b>
03 00 20 01 INSTALL AND TEST TECHNICAL STAGE EQUIPMENT .....	100
03 00 20 02 FIT UP SCENIC ELEMENTS ON STAGE .....	101
03 00 20 03 MARK THE INFORMATION FROM THE GROUND PLANS TO THE STAGE AREA ..	102
<b>REHEARSING THE SHOW.....</b>	<b>103</b>
03 00 30 01 FIT UP AND STRIKE THE REHEARSAL SET .....	104
03 00 30 02 HANDLE SCENIC ELEMENTS DURING REHEARSAL .....	105
<b>RUNNING THE SHOW .....</b>	<b>106</b>
03 00 40 04 CHANGEOVER OF SCENIC ELEMENTS DURING PERFORMANCE.....	107
<b>STAGE ( AUTOMATED ) COMPETENCES.....</b>	<b>108</b>
<b>MAINTENANCE.....</b>	<b>108</b>
03 20 60 01 CHECK, MAINTAIN AND REPAIR STAGE EQUIPMENT FOR HORIZONTAL MOVEMENT .....	109
03 20 60 02 CHECK, MAINTAIN AND REPAIR STAGE ELEVATORS AND TRAPS .....	110
<b>FLYING SYSTEMS ( GENERAL ) COMPETENCES.....</b>	<b>111</b>
<b>REHEARSING THE SHOW.....</b>	<b>111</b>
04 00 30 01 OPERATE A BASIC CONTROL SYSTEM FOR MOVEMENT .....	112
<b>RUNNING THE SHOW .....</b>	<b>113</b>
04 00 40 01 OPERATE A COMPLEX CONTROL SYSTEM FOR MOVEMENT DURING PERFORMANCE .....	114
<b>MAINTENANCE.....</b>	<b>115</b>
04 00 60 01 CHECK, MAINTAIN AND REPAIR CONTROL SYSTEMS FOR AUTOMATED EQUIPMENT.....	116
<b>GENERAL TECHNICAL ( ELECTRICAL ) COMPETENCES.....</b>	<b>118</b>
<b>PLANNING THE SHOW.....</b>	<b>118</b>
11 20 10 01 ASSESS POWER NEEDS.....	119
PREPARING THE SHOW 11 20 20 01 PROVIDE POWER DISTRIBUTION UNDER SUPERVISION .....	120
11 20 20 02 PROVIDE POWER DISTRIBUTION .....	122
11 20 20 03 PROVIDE POWER CONNECTION FROM BUS BARS .....	123

## INDEX

11 20 20 04 INSTALL AND OPERATE GENERATORS.....	124
<b>SHOW (AFTER THE).....</b>	<b>125</b>
11 20 50 01 DE-RIG AND PACK ELECTRONIC EQUIPMENT .....	126
<b>ARTISTIC (GENERAL) COMPETENCES.....</b>	<b>127</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>127</b>
30 00 00 01 UNDERSTAND ARTISTIC CONCEPTS.....	128
<b>PLANNING THE SHOW.....</b>	<b>129</b>
30 00 10 01 TRANSLATE ARTISTIC CONCEPTS TO TECHNICAL DESIGNS .....	130
<b>RUNNING THE SHOW .....</b>	<b>132</b>
30 00 40 01 UNDERSTAND AND WORK ACCORDING ARTISTIC CONCEPTS.....	133
<b>ARTISTIC (DESIGN) COMPETENCES.....</b>	<b>134</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>134</b>
30 10 00 01 MONITOR DESIGN TRENDS AND DEVELOPMENTS.....	135
30 10 00 02 MONITOR DEVELOPMENTS IN TECHNOLOGY USED FOR DESIGN.....	136
30 10 00 03 MONITOR SOCIOLOGICAL TRENDS.....	137
<b>PLANNING THE SHOW.....</b>	<b>138</b>
30 10 10 01 SCRIPT ANALYSES .....	139
30 10 10 02 SCORE ANALYSES.....	140
30 10 10 03 ANALYSE THE ARTISTIC CONCEPT BASED ON STAGE ACTIONS.....	141
30 10 10 04 RESEARCH INFORMATION AND IDEAS .....	142
30 10 10 05 DEVELOP DESIGN CONCEPTS .....	143
30 10 10 06 SHARE AND DEVELOP DESIGN IDEAS .....	144
30 10 10 07 PRESENT DETAILED DESIGN PROPOSALS.....	145
<b>PREPARING THE SHOW.....</b>	<b>146</b>
30 10 20 01 ENSURE DESIGN CONCEPT QUALITY DURING REALISATION PROCESS.....	147
30 10 20 02 ADAPTING EXISTING DESIGNS TO CHANGED CIRCUMSTANCES.....	148
<b>REHEARSING THE SHOW.....</b>	<b>149</b>
30 10 30 01 UPDATE DESIGN RESULTS DURING REHEARSALS.....	150
30 10 30 02 COACH STAFF FOR RUNNING THE PERFORMANCE.....	151
<b>RUNNING THE SHOW .....</b>	<b>152</b>
30 10 40 01 QUALITY CONTROL OF DESIGN RESULTS DURING A RUN.....	153
<b>OFFICE ( DOCUMENTING ) COMPETENCES.....</b>	<b>154</b>
<b>PLANNING THE SHOW.....</b>	<b>154</b>
40 10 10 01 TECHNICALLY DESIGN, DRAW AND DOCUMENT A PRODUCTION .....	155
<b>PREPARING THE SHOW.....</b>	<b>156</b>
40 10 20 01 ESTABLISH AND MAINTAIN THE SYSTEM LAYOUT FOR A PRODUCTION.....	157
<b>REHEARSING THE SHOW.....</b>	<b>158</b>
40 10 30 01 ESTABLISH AND MAINTAIN THE PROMPT SCRIPT FOR A PRODUCTION .....	159
<b>SHOW (AFTER THE).....</b>	<b>160</b>
40 10 50 01 FILING / DOCUMENTING A PRODUCTION .....	161
<b>PERSONAL SKILLS ( SOCIAL SKILLS ) COMPETENCES.....</b>	<b>162</b>
<b>RUNNING THE SHOW .....</b>	<b>162</b>

# INDEX

50 20 40 01 COMMUNICATE DURING SHOW .....	163
<b>HEALTH AND SAFETY ( PERSONAL ) COMPETENCES .....</b>	<b>164</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>164</b>
60 20 00 01 WORK ERGONOMICALLY.....	165
<b>MANAGEMENT (GENERAL) .....</b>	<b>166</b>
70 00 00 01 NEGOTIATE CONTRACTS .....	167
<b>MANAGEMENT (SELF MANAGEMENT) .....</b>	<b>168</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>168</b>
70 10 00 01 PERSONAL TIME MANAGEMENT .....	169
70 10 00 02 CONTINUOUSLY DEVELOP YOUR OWN PRACTICE.....	170
70 10 00 05 DOCUMENT YOUR OWN PRACTICE.....	172
<b>MANAGEMENT (TEAM).....</b>	<b>173</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>173</b>
70 20 00 01 LEAD A TEAM.....	174
70 20 00 04 ASSESS A TEAM.....	175
70 20 00 07 CHAIR A MEETING.....	176
<b>PLANNING THE SHOW .....</b>	<b>177</b>
70 20 10 02 PLAN TEAMWORK.....	178
<b>MANAGEMENT (VOLUNTEERS) .....</b>	<b>179</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>179</b>
70 21 00 01 BRIEF VOLUNTEERS .....	180
70 21 00 02 SUPPORT VOLUNTEERS .....	181
<b>MANAGEMENT (PRODUCTION).....</b>	<b>182</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>182</b>
70 30 00 03 PREPARE AND DISTRIBUTE DOCUMENTATION.....	183
70 30 00 07 MONITOR WORKLOAD .....	184
<b>PLANNING THE SHOW .....</b>	<b>185</b>
70 30 10 01 ANALYSE AND ESTIMATE THE PRODUCTION NEEDS.....	186
70 30 10 02 PLAN PRODUCTION ACTIVITIES.....	187
70 30 10 03 SCHEDULE PRODUCTION ACTIVITIES .....	189
70 30 10 04 SCHEDULE STAFF .....	190
70 30 10 05 SCHEDULE TRANSPORTATION.....	191
70 30 10 06 PLAN AND ORGANISE STAFF TRAVEL AND ACCOMMODATION .....	192
<b>MANAGEMENT (PERFORMANCE).....</b>	<b>194</b>
<b>PLANNING THE SHOW .....</b>	<b>194</b>
70 31 20 01 PLAN STAGE OPERATIONS TO BE USED DURING A PERFORMANCE .....	195
<b>RUNNING THE SHOW .....</b>	<b>196</b>
70 31 40 01 COORDINATE PRE-SHOW CHECKS.....	197
70 31 40 01 CUE A PERFORMANCE.....	198
70 31 40 01 MANAGE THE RUNNING OF A PERFORMANCE .....	200
<b>MANAGEMENT (TECHNICAL RESOURCES) .....</b>	<b>201</b>
<b>INDEPENDENT OF THE PROCESS .....</b>	<b>201</b>
70 51 00 03 MANAGE TECHNICAL RESOURCES STOCK .....	202

# INDEX

70 51 00 04 COORDINATE AND MANAGE RENTING AND PURCHASING .....	203
70 51 00 05 RECEIVING AND MONITORING THE QUALITY OF GOODS .....	205
70 51 00 06 MANAGE CONSUMABLES STOCK .....	206
<b>PLANNING THE SHOW .....</b>	<b>207</b>
70 51 10 01 ANALYSE THE NEED FOR TECHNICAL RESOURCES AND CONSUMABLES .....	208
70 51 10 01 PLANNING MAINTENANCE ACTIVITIES.....	209
70 51 10 02 PLAN TECHNICAL RESOURCES AND CONSUMABLES .....	210
<b>MANAGEMENT (LOGISTICS) .....</b>	<b>211</b>
<b>INDEPENDENT.....</b>	<b>211</b>
70 52 00 01 MANAGE STORAGE AND TRANSPORT OPERATIONS .....	212
70 52 10 01 ANALYSE LOGISTIC NEEDS .....	213
70 52 10 02 PLAN STORAGE OPERATIONS.....	214
70 52 10 03 PLAN TRANSPORT OPERATIONS .....	215
<b>MANAGEMENT (HUMAN RESOURCES).....</b>	<b>216</b>
<b>INDEPENDENT.....</b>	<b>216</b>
70 54 00 06 CREATE AND DEVELOP AN ORGANISATIONAL STRUCTURE .....	217
<b>MANAGEMENT (HEALTH AND SAFETY) .....</b>	<b>218</b>
<b>INDEPENDENT.....</b>	<b>218</b>
70 55 00 02 PROMOTE HEALTH AND SAFETY .....	219
70 55 00 03 SUPERVISING HEALTH AND SAFETY AT WORK .....	220
70 55 00 06 HEALTH AND SAFETY OF THE AUDIENCE .....	221
70 55 00 08 IMPLEMENT SAFE WORKING PRACTICES.....	222
70 55 10 01 PLANNING HEALTH AND SAFETY .....	223
70 55 10 02 WRITE RISK ASSESSMENT .....	224
70 55 10 03 MANAGE SAFE WORKING PROCEDURES.....	225
<b>RUNNING THE SHOW .....</b>	<b>227</b>
70 55 40 01 MAINTAIN HEALTH AND SAFETY DURING A PERFORMANCE .....	228
<b>MANAGEMENT (FINANCE) .....</b>	<b>229</b>
<b>INDEPENDENT.....</b>	<b>229</b>
70 56 00 08 UPDATE BUDGET .....	230
<b>PLANNING THE SHOW .....</b>	<b>231</b>
<b>MANAGEMENT (TRAINING AND DEVELOPMENT) .....</b>	<b>233</b>
<b>INDEPENDENT.....</b>	<b>233</b>
70 57 00 02 PLAN AND ORGANISE TRAINING.....	235
70 57 00 03 ORGANISE ASSESSMENT .....	237
70 57 00 04 MONITOR TRAINING.....	238
70 57 00 05 EVALUATE TRAINING .....	239
70 57 00 06 MONITOR ASSESSMENT .....	240
<b>MANAGEMENT (QUALITY) .....</b>	<b>241</b>
<b>INDEPENDENT.....</b>	<b>241</b>
70 58 00 01 MONITOR THE QUALITY OF TECHNICAL RESOURCES .....	242
<b>MANAGEMENT (FREELANCE WORK) .....</b>	<b>243</b>
<b>INDEPENDENT.....</b>	<b>243</b>
70 90 00 01 MARKET AND PROMOTE YOURSELF AS A FREELANCER .....	244

## INDEX

70 90 00 02 SCHEDULE WORK AS A FREELANCER.....	245
70 90 00 04 MANAGE OWN COMPANY .....	246
70 90 00 05 RESEARCH OPPORTUNITIES .....	247

## **General Competences**

**Independent of the process**

**See also:**

## 00 00 00 01 Get in and get out performance equipment

**Level:** 2

**Status:** Agreed

**Context:** Getting in and getting out scenery, sound, light and video equipment on the stage and storing environment

**Competence area:** General

**Place in the process:** Independent of the process

**Elements:**

### 01 Load and unload the equipment

Skills:

- Handle equipment safely
- Handle equipment ergonomically

Knowledge:

- Understand the value of the equipment
- Ergonomic principles

Attitude:

- works carefully

Autonomy:

- works under supervision

### 02 Check the equipment

Skills:

- Is able to recognise possible damage
- Communicate about damage to the appropriate person

Knowledge:

- Equipment know-how

Attitude:

- Feel responsible

Autonomy:

- works under supervision

### 03 Transport

Skills:

- Handle equipment safely
- is able to use the proper gateways and routes
- using the right equipment to transfer items

Knowledge:

- Understand the value of the equipment
- knowledge of the logistical environment

Attitude:

- works carefully

## **00 00 00 02 Read and use technical documentation**

**Level:** 3

**Status:** Agreed

**Context:** The use of technical documentation in the overall process

**Competence area:** General ( )

**Place in the process:** Independent of the process

**Elements:**

Read and interpret technical documentation of venues and buildings

Skills:

- Understand lines, symbols and layers in technical documentation
- understand technical riders
- work in a three-dimensional environment
- calculate dimensions

Knowledge:

- drawing methods
- knows the symbols of technology in ones own field



## **Planning the show**

**See also:**

## **00 00 10 01 Draw and document lighting plan manually**

**Level:** 4

**Status:** Agreed

**Context:** Creating technical drawings and documentation within the lighting department under supervision

**Competence area:** General ( )

**Place in the process:** Planning the show

**Elements:**

### 01 Draw a lighting plan and write documentation

**Skills:**

- draw the symbols for fixtures and accessories on a layout
- document plots with patch, rig and equipment lists
- work in scale

**Knowledge:**

- different types of fixtures, their symbols, properties and application
- line, symbol and layer systems for building and scenographical drawings

**Attitude:**

- work precisely, neatly and exactly and with an eye for detail

## 00 00 10 02 Draw lighting plans with CAD system

**Level:** 4

**Status:** Agreed

**Context:** Drawing existing lighting plans with a CAD system

**Competence area:** General ( )

**Place in the process:** Planning the show

**Elements:**

### 01 Insert scenographical and construction drawings into CAD lighting plans

**Skills:**

- setup and use a CAD system with appropriate scales
- interpret scenographical and venue drawings
- import and adapt CAD drawings
- work in 3D and scale

**Knowledge:**

- CAD systems
- understand the different drawing methods used

**Attitude:**

- work precisely, neatly and exactly with an eye for detail

### 02 Draw light plot and section in scale and write documentation

**Skills:**

- setup and use a CAD system with appropriate scales and libraries.
- Handle CAD files
- apply drawing methods used for lighting plans
- draw the symbols for fixtures and accessories
- generate patch, rig, equipment lists and focus plots
- supply lighting plans in time to appropriate people

**Knowledge:**

- different types of fixtures, their symbols, properties and application
- s how to use image processing or cad programmes to produce edit and print a document

**Attitude:**

- respect the intentions of the designers

## 00 00 10 04 Analyse documentation and organise resources

**Level:** 4

**Status:** Agreed

**Context:** Organize resources within production based on the given documentation

**Competence area:** General ( )

**Place in the process:** Planning the show

**Elements:**

### 01 Define the quantity of equipment based on lighting plans and written documentation

**Skills:**

- Analyse documentation
- list the required equipment

**Knowledge:**

- Knowledge about equipment

**Attitude:**

- Sees ones work in the context of the production schedule.
- work precise, neat and exact and with an eye for detail

### 02 Provide equipment and consumables

**Skills:**

- deal with in house stock
- deal with rental and vendor companies
- schedule deliveries
- propose alternatives
- check feasibility, deadlines, price and technical consequences

**Knowledge:**

- know the in-house stock and what's available in the market

**Attitude:**

- an eye for the cost-effectiveness

**Autonomy:**

- provides technical and financial feedback to appropriate people

**Running the show**

**See also**

## **00 00 40 01 Observe the show and react to technical malfunctions**

**Level:** 4

**Status:** Agreed

**Context:** Responsible person observing what's going on the stage and reacting to it

**Competence area:** General ( )

**Place in the process:** Running the show

**Elements:**

### 01 Observe the show

**Skills:**

- observe the show
- ensure the technical standards are being maintained

**Knowledge:**

- knows the technical requirements of the performance
- knows the technical plot
- knows the scene changes and cues

**Attitude:**

- accurate
- good concentration

### 02 Foresee and react to malfunctions

**Skills:**

- anticipate malfunctions
- react accurately to unexpected situations
- foresee the consequences of the reactions
- keep overview
- communicate changes

**Knowledge:**

- knows the scenery and changeovers
- knows the technical plot
- knows the scene changes and cues

**Attitude:**

- awareness of the other departments
- good concentration
- health and safety awareness

**Autonomy:**

- coordinate interventions

## **00 00 40 02 Observe the show and maintain the artistic quality**

**Level:** 4

**Status:** Agreed

**Context:** Responsible person observing what's going on on the stage and reacting to it

**Competence area:** General ( )

**Place in the process:** Running the show

**Elements:**

### 01 Observe the show

**Skills:**

- observe the show
- ensure the artistic standards are being maintained
- understand the artistic vision of the production

**Knowledge:**

- knows the artistic vision
- knows the plot
- knows the actions and cues

**Attitude:**

- accurate
- good concentration

### 02 Foresee and react to malfunctions

**Skills:**

- anticipate malfunctions
- react accurately to unexpected situations
- foresee the consequences of the reactions
- keep overview
- communicate changes

**Knowledge:**

- knows the artistic vision
- knows the plot
- knows the actions and cues

**Attitude:**

- awareness of the other departments
- good concentration

**Autonomy:**

- coordinate interventions

### 03 Give feedback to company

#### Skills:

- anticipate malfunctions
- react accurately to unexpected situations
- foresee the consequences of the reactions
- keep overview
- communicate changes

#### Knowledge:

- knows the scenery and changeovers
- knows the technical plot
- knows the scene changes and cues

#### Attitude:

- awareness of the other departments
- good concentration
- health and safety awareness



## **Light (general) competences**

**Independent of the process**

**See also:**

## **01 00 00 01 Foresee and prevent technical problems with lighting equipment**

**Level:** 4

**Status:** Agreed

**Context:** Foreseeing and preventing technical problems during rehearsal and live performance

**Competence area:** Light ( General )

**Place in the process:** Independent of the process

**Elements:**

### 01 Foresee and prevent technical problems with the equipment during a show run

Skills:

- detect changes in the light image during performance that indicate foreseeable problems
- replace proactive gels, bulbs
- restore focussing, update documentation

Knowledge:

- know and understand the lighting documentation and the desired light image thoroughly

## **Preparing the show**

**See also:**

## 01 00 20 01 Focus lighting equipment

**Level:** 3

**Status:** Agreed

**Context:** Focussing already installed conventional lighting equipment based on information from somebody on the floor

**Competence area:** Light ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Focus non or single lens equipment

Skills:

- point the fixture
- focus the fixture
- adjust accessories
- fix and secure the position
- 

Knowledge:

- understanding of optics involved in non or single lens equipment

Attitude:

- working safely at heights

### 02 Focus multiple lens equipment

Skills:

- point the fixture
- zoom and sharpen the beam to an ideal light output
- focus the fixture
- correct the accessories
- fix and secure the position

Knowledge:

- understanding of optics involved in multiple lens equipment

## **01 00 20 02 Install and operate dimmer equipment**

**Level:** 4

**Status:** Agreed

**Context:** Install and connect dimmer equipment (with plug and socket) in a live performance environment

**Competence area:** Light ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Install dimmers

Skills:

- measure power supply
- switch dimmers to correct power system
- connect dimmers to operational power
- connect dimmers to control lines
- address dimmers and set menu

Knowledge:

- knowledge of different available power systems (star / triangle)
- knowledge of different control systems

## **01 00 20 03 Set up light board**

**Level:** 3

**Status:** Agreed

**Context:** Installs and connects light board in a live performance environment

**Competence area:** Light ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Placing the light console at the mix position

Skills:

- place and secure the light console
- connect to the power
- connect to the control system

Knowledge:

- read technical drawings and written information

## **01 00 20 04 Distribute control signals**

**Level:** 5

**Status:** Agreed

**Context:** Distribute control signals between light boards, dimmers and other control equipment. The control systems can be DMX as well as network based

**Competence area:** Light ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Placing a control signal distribution network

Skills:

- interpreting technical drawings, schemes and written documentation
- placing control cables
- placing, addressing and setting up mergers, splitters and amplifiers
- testing control signals

Knowledge:

- symbols and drawing methods for technical drawings, schemes and written documentation
- knowledge of the operating protocols

## 01 00 20 05 Install conventional lighting

**Level:** 3

**Status:** Agreed

**Context:** Installs and connects conventional lighting equipment in a live performance environment

**Competence area:** Light ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Rigging lighting equipment

Skills:

- read the light plot and documentation
- collect the planned equipment
- handle equipment with care
- fix and secure equipment (according standards)
- fit up the accessories
- pre-focus lanterns

Knowledge:

- understanding drawings, symbols and scales
- different types of equipment and the related accessories
- 

Attitude:

- respect for equipment

### 02 Connect lanterns to electrical system

Skills:

- wire carefully and efficiently
- connect lanterns securely
- check the lantern is operational

Knowledge:

- different types of cables and connectors



## **Rehearsing the show**

**See also:**

## **01 00 30 01 Operate a manual lighting console**

**Level:** 4

**Status:** Agreed

**Context:** The technical manipulation of a manual light board in rehearsal as well as performance

**Competence area:** Light ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Operate a manual console

Skills:

- pre-set cues according to documentation and instructions
- run cues on documentation as well as under instruction
- reset previous cues

Knowledge:

- method for operating manual consoles

## **01 00 30 02 Plot and rehearse lighting states with conventional lights**

**Level:** 4

**Status:** Agreed

**Context:** Plot and rehearse lighting states with conventional lights

**Competence area:** Light ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Prepare board for plotting

Skills:

- organise soft patch
- program groups
- check circuits and dimmers are correct

Knowledge:

- understand the functions of lighting board

### 02 Plot lighting states

Skills:

- bring up circuits on request
- program cues and times based on instruction
- program sequence lists and effects on instruction
- following procedures for backup and hard copy

Knowledge:

- understand the procedures for programming

Attitude:

- patience

### 03 Rehearse lighting states

Skills:

- run cues based on documentation or instruction
- add, change and delete cues
- tune lighting states
- mark changes to the script
- reset cues on instruction

Knowledge:

- methods for adapting light states

## **Running the show**

**See also:**

## **01 00 40 01 Operate light board on cue during performance period**

**Level:** 3

**Status:** Agreed

**Context:** Operate light board during a performance based on visual cues or documentation

**Competence area:** Light ( General )

**Place in the process:** Running the show

**Elements:**

### 01 Run preprogramed cues based on called cues

Skills:

- act on called cues
- run cues
- anticipate stage actions
- react accurately to unexpected situations
- correct outputs based on performance requirements

Knowledge:

- Understanding the operation of a light board

## **01 00 40 02 Operate light board independently during performance period**

**Level:** 4

**Status:** Agreed

**Context:** Operate light board during a performance based on visual cues or documentation

**Competence area:** Light ( General )

**Place in the process:** Running the show

**Elements:**

### 01 Run preprogramed cues under own responsibility

Skills:

- read performance documentation and understand written directions
- respond to visual or audio cues
- run cues
- anticipate stage actions
- react accurately to unexpected situations
- correct outputs based on performance requirements

Knowledge:

- Understanding the operation of a light board

Autonomy:

- Being able to act on own initiative

## **Maintenance**

**See also:**

## **01 00 60 01 Preventive maintenance and recognising maintenance needs according the lighting design**

**Level:** 3

**Status:** Agreed

**Context:** All actions taken to maintain the productions quality

**Competence area:** Light ( General )

**Place in the process:** Maintenance

**Elements:**

### 01 Perceiving maintenance needs

Skills:

- recognise changes in the light image
- react to changes with respect for the lighting design

Knowledge:

- lighting design of the production and the lighting plot
- intentions of the lighting designer of that production

Attitude:

- respect for the artistic concept

### 02 Preventing changes in the light image /design

Skills:

- check the dimmer and lighting board functions regularly
- check the attachments of cables and connectors regularly
- the correct focusing of the luminaires and condition of gels before each performance
- check and replace consumables as required

Knowledge:

- lighting plot and understands the lighting design/the desired stage image thoroughly

Attitude:

- respect for the artistic concept



## **01 00 60 02 Check, maintain and repair conventional lighting equipment**

**Level:** 3

**Status:** Agreed

**Context:** Scheduled maintenance activities

**Competence area:** Light ( General )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair electrical elements

Skills:

- check the electrical functioning and find errors
- replace electrical parts
- repair connections
- read electrical schemes
- document results

Knowledge:

- knowledge of electrics
- measuring technics
- regulations

Attitude:

- safety awareness

### 02 Check, maintain and repair mechanical parts

Skills:

- check the mechanical functioning of the fixture and find errors
- check mechanical safety provisions
- clean mechanical parts and lubricate them
- replace mechanical parts
- work according to manufacturer's instructions

Knowledge:

- proper working procedures

Attitude:

- safety awareness

### 03 Check, maintain and repair optical elements

Skills:

- check the optical functioning
- replace light bulbs
- clean optics
- tune optics
- work according to manufacturer's instructions

Knowledge:

- basic knowledge of optics

## **01 00 60 03 Maintain dimmer equipment**

**Level:** 4

**Status:** Agreed

**Context:** Maintain dimmer equipment

**Competence area:** Light ( General )

**Place in the process:** Maintenance

**Elements:**

### 01 Check and maintain dimmer equipment

Skills:

- work according to manufacturer's instructions
- clean dimmer equipment
- check dimmer equipment
- repair electrical connections
- replace the printed circuits and electrical parts

Knowledge:

- cleaning methods
- basic electrical and electronic circuits

## **Light (follow spots) competences**

### **Preparing the show**

**See also:**

## **01 10 20 01 Set up follow spots**

**Level:** 2

**Status:** Agreed

**Context:** Preparing follow spots in different types of locations

**Competence area:** Light ( follow spots )

**Place in the process:** Preparing the show

**Elements:**

### 01 Fitting up follow spots

Skills:

- prepare an operating space
- install and secure light stands for follow spots
- install or rig follow spots
- fitting up and checking accessories
- balance follow spots
- connect to power supply
- check angles

Knowledge:

- rigging and balancing procedures for follow spots

## **Running the show**

**See also:**

## **01 10 40 01 Operate follow spots independently**

**Level:** 4

**Status:** Agreed

**Context:** Operate follow spots during a performance based on visual cues or documentation

**Competence area:** Light ( follow spots )

**Place in the process:** Running the show

**Elements:**

### 01 Operate a follow spot on own responsibility

Skills:

- reading the script and understanding written directions
- document your own cues
- act on visual or audio cues
- operate the follow spot
- ensure the correct shape, colour and intensity
- anticipate stage actions
- react accurately to unexpected situations

Knowledge:

- understand the operation of a follow spot

## **01 10 40 02 Operate follow spots on cue**

**Level:** 3

**Status:** Agreed

**Context:** Operate follow spots during a performance based on called cues

**Competence area:** Light ( follow spots )

**Place in the process:** Running the show

**Elements:**

### 01 Operate a follow spot on cue

Skills:

- act on called cues
- operate the follow spot
- ensure the correct shape, colour and intensity
- anticipate stage actions
- react accurately to unexpected situations

Knowledge:

- understand the operation of a follow spot and the cue system

## **Light (Non-conventional sources) competences**

### **Preparing the show**

**See also:**



## **01 20 20 01 Fit up and rig non-conventional lights**

**Level:** 4

**Status:** Agreed

**Context:** This unit deals with all types of non-standard equipment

**Competence area:** Light ( Non-conventional sources )

**Place in the process:** Preparing the show

**Elements:**

### 01 connecting and fitting up non-conventional equipment

Skills:

- fit up and secure fixtures with respect for the focusing requirements
- connect ballasts
- connect to power supply according the specific needs of the fixtures
- fit accessories
- connect control signals or control power where needed

Knowledge:

- Understanding of discharge lamps and the phase shift involved
- specific safety requirements for the use of the non-conventional lights

## **Maintenance**

**See also:**

## **01 20 60 01 Check, maintain and repair non-conventional lighting equipment**

**Level:** 4

**Status:** Agreed

**Context:** Scheduled maintenance activities for non-conventional lighting equipment, for ex HMI

**Competence area:** Light ( Non-conventional sources )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair electrical elements

Skills:

- check electrical and electronic functioning and find errors
- replace electrical parts
- repair connections
- read electrical schemes
- document results

Knowledge:

- knowledge of electrics and electronics
- measuring technics
- regulations

Attitude:

- safety awareness

### 02 Check, maintain and repair mechanical parts

Skills:

- check the mechanical functioning of the fixture and find errors
- check mechanical safety provisions
- clean mechanical parts and lubricate them
- replace mechanical parts
- work according to manufacturer's instructions

Knowledge:

- proper working procedures

Attitude:

- safety awareness

### 03 Check, maintain and repair optical elements

Skills:

- check the optical functioning
- replace light bulbs
- clean optics
- tune optics
- work according to manufacturer's instructions

Knowledge:

- basic knowledge of optics
- knowledge of risks while working with discharge lamps

## **Light (moving lights) competences**

### **Preparing the show**

**See also:**

## 01 30 20 01 Fit up and rig automated lights

**Level:** 4

**Status:** Agreed

**Context:** this unit deals with all types of automated lights, including scrollers and other automated accessories

**Competence area:** Light ( moving lights )

**Place in the process:** Preparing the show

**Elements:**

### 01 Rig and de-rig automated lights

**Skills:**

- read the light plot and documentation
- collect the planned equipment
- handle equipment with care
- fix and secure equipment according to programmed focusing direction
- de-rig equipment after use according written documents
- store the equipment properly

**Knowledge:**

- understanding of drawings, symbols and scales
- handling procedures for automated lights

### 02 Connect automated lights

**Skills:**

- connect fixtures or accessories to electrical system
- connect fixtures or accessories to control system
- address fixtures or accessories
- check operation

**Knowledge:**

- different types of cables and connectors
- addressing procedures

### 03 Fit-up and replace optical accessories

**Skills:**

- lace gobo's, filters, shutters, and other optical accessories in automated fixtures
- fit up automated accessories for conventional fixtures
- check operation

**Knowledge:**

- understanding of the mechanics of the devices

## **Rehearsing the show**

**See also:**

## 01 30 30 01 Plot and rehearse lighting states with automated lights

**Level:** 4

**Status:** Agreed

**Context:** Technical manipulation of light boards for automated lights. Plot and rehearse lighting states with automated lights.

**Competence area:** Light ( moving lights )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Prepare board for plotting

**Skills:**

- organise soft patch, universes and network
- define pallets and positions
- program groups
- check correct functioning

**Knowledge:**

- understand the functions of the light board

### 02 Plot lighting states

**Skills:**

- bring up circuits and positions on request
- program cues and times based on documentation as well as instruction
- program invisible changes between cues
- program effects
- follow procedures for backup and hard copy

**Knowledge:**

- understanding of the procedures for programming

### 03 Rehearse lighting states

**Skills:**

- run during rehearsal independently as well as under instruction
- add change and delete cues
- tune lighting states
- mark changes to the script
- reset cues on instruction

**Knowledge:**

- methods for adapting recorded lighting states

## **Maintenance**

**See also:**



## **01 30 60 01 Check, maintain and repair automated lighting equipment and accessories**

**Level:** 5

**Status:** Agreed

**Context:** Scheduled maintenance activities for automated lights and accessories like scrollers and automated shutters etc.

**Competence area:** Light ( moving lights )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair electrical and electronic elements

**Skills:**

- check the electrical and electronic functioning and find errors
- replace electrical parts
- repair connections
- read electrical schemes
- check connections and correct working of control signals
- document results
- work according to manufacturer's instructions

**Knowledge:**

- knowledge of electrics, electronics and control signals
- knowledge of safety procedures
- knowledge of safety regulations
- understanding of inspection and testing procedures

**Attitude:**

- work accurately

### 02 Check, maintain and repair mechanical parts

**Skills:**

- check the mechanical functioning of the fixture and find errors
- check mechanical safety provisions
- clean mechanical parts and lubricate
- replace mechanical parts
- work according to manufacturer's instructions

**Knowledge:**

- correct working procedures

**Attitude:**

- work accurately
- safety awareness

### 03 Check, maintain and repair optical elements

#### Skills:

- check the optical functioning
- replace light bulbs
- replace optical elements
- clean optics
- tune optics
- work according to manufacturer's instructions

#### Knowledge:

- knowledge of risks while working with discharge lamps
- profound knowledge of optics

#### Attitude:

- work accurately

### 04 Maintain software

#### Skills:

- update software and parameters
- work according to manufacturer's instructions

#### Knowledge:

- knowledge of updating procedures

#### Attitude:

- work accurately

## **Sound ( General ) competences**

**Independent of the process**

**See also:**

## **02 00 00 01 Use communication equipment**

**Level:** 3

**Status:** Agreed

**Context:** Using and installing communication equipment in a live performance environment

**Competence area:** Sound ( General )

**Place in the process:** Independent of the process

**Elements:**

### 01 Installing the equipment

Skills:

- connect the communication equipment
- power up the equipment
- test the equipment

Knowledge:

- knows how the inter-communication system works

### 02 Using the in-house - communication system

Skills:

- power up the equipment
- testing the equipment
- operate the equipment

Knowledge:

- knows how the inter-communication system works

## **02 00 00 02 Foresee and prevent technical problems with sound equipment**

**Level:** 4

**Status:** Agreed

**Context:** Foresee and prevent technical problems with the sound equipment during a show run

**Competence area:** Sound ( General )

**Place in the process:** Independent of the process

**Elements:**

### 01 Foresee and prevent technical problems with the equipment during a show run

Skills:

- react to changes in the soundscape during performance that indicate foreseeable problems
- check the connections
- ensure airflow through the equipment according to the manufacturer's instructions
- restore and secure alignment and placement of the equipment
- update documentation

Knowledge:

- knows and understands the sound design and the desired soundscape thoroughly

## **Planning the show**

**See also:**

## 02 00 10 01 Technically design a simple sound system

**Level:** 4

**Status:** Agreed

**Context:** Planning and documenting a sound system for a venue without a permanent system. i.e. a stereo system with a limited amount of sources

**Competence area:** Sound ( General )

**Place in the process:** Planning the show

**Elements:**

### 01 Choosing the appropriate equipment

Skills:

- interpret lines, symbols and layers in construction drawings
- interpret technical riders
- equipment that best serves the scale of the production and the nature of the space

Knowledge:

- drawing methods
- knows the symbols of sound technology
- understands the technical needs of a production

### 02 Define the placement of equipment

Skills:

- interpret lines, symbols and layers in construction drawings
- implement the equipment in a production plan

Knowledge:

- drawing methods and symbols of sound technology
- understands the technical and artistic needs of a production

### 03 defining the connection lay out

Skills:

- interpret lines, symbols and layers in construction drawings
- interpret technical riders
- define the signal routing
- define cable runs
- avoid induction and interference

Knowledge:

- knows the symbols of sound technology
- know electrical regulations and code of practice
- induction, interference and good practice in power supply
- behaviour of electronic signals

## 02 00 10 02 Technically design a complex system

**Level:** 5

**Status:** Agreed

**Context:** Defining and documenting a complex sound system, based on a given concept. It could be a permanent as well as a temporary installation.

**Competence area:** Sound ( General )

**Place in the process:** Planning the show

**Elements:**

### 01 Choosing the appropriate equipment

**Skills:**

- interpret technical documentation and riders
- translate the intentions of the designer to the technical plan
- access the acoustic environment and sources
- equipment that best serves the acoustic environment and the scale of the production

**Knowledge:**

- drawing methods and symbols of sound technology
- applied acoustics
- understands the technical and artistic needs of a production
- interpret the characteristics of the different types of sound equipment

### 02 Define the placement of equipment

**Skills:**

- interpret lines, symbols and layers in construction drawings
- implement the equipment in a production plan
- check the acoustic consequences

**Knowledge:**

- drawing methods and symbols of sound technology
- applied acoustics
- understands the technical and artistic needs of a production

### 03 defining the connection lay out

**Skills:**

- interpret lines, symbols and layers in construction drawings
- interpret technical riders
- define the signal routing
- define power needs
- define cable runs
- avoid induction and interference

**Knowledge:**

- knows the symbols of sound technology
- know electrical regulations and code of practice
- induction, interference and good practice in power supply
- behaviour of electronic signals



#### 04 documentation

##### Skills:

- create equipment and patch lists
- draw schematics
- draw technical plans
- ensure documentation is kept up to date

##### Knowledge:

- knows the symbols of sound technology

## **Preparing the show**

**See also:**

## **02 00 20 01 Fit up and rig sound on stage**

**Level:** 3

**Status:** Agreed

**Context:** Fitting up and rigging sound equipment on stage

**Competence area:** Sound ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Rig sound equipment

Skills:

- read the documentation
- collect the planned equipment
- fix and secure equipment according to documents
- pre-focus speakers

Knowledge:

- understanding of drawings, symbols and scales
- rigging methods
- handling procedures for sound equipment

Attitude:

- respect for equipment

### 02 Connect the equipment

Skills:

- connect equipment to electrical system
- connect equipment to amplifiers or stage box (if any)
- fix and secure the connections

Knowledge:

- different types of signals
- different types of cables and connectors

## **Rehearsing the show**

**See also:**

## **02 00 30 01 operate a manual mixing console**

**Level:** 3

**Status:** Agreed

**Context:** The technical manipulation of a manual mixing console in rehearsal as well as performance

**Competence area:** Sound ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Operate a manual console

Skills:

- run cues on documentation as well as under instruction
- set up output levels according to the documentation
- prepare the settings of the cues according to documentation and instructions

Knowledge:

- methods for operating manual consoles

## **02 00 30 02 Prepare a sound check**

**Level:** 3

**Status:** Agreed

**Context:** Preparing equipment for sound check

**Competence area:** Sound ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 check the placement of the sound equipment

Skills:

- interpret the system layout
- adjust the placement of the equipment
- check the connections
- secure cables

Knowledge:

- understanding documentation

### 02 check the functioning of the equipment

Skills:

- test the signals
- Test and prepare playback media
- locate, detect and solve problems

Knowledge:

- user level troubleshooting of sound equipment

## 02 00 30 03 Run sound check

**Level:** 4

**Status:** Agreed

**Context:** Run sound check before rehearsals or performance in a live environment

**Competence area:** Sound ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 adjust channel settings

**Skills:**

- adjust the input levels
- adjust the sound processors' settings
- adjust the dynamics of the signals
- operate playback equipment

**Knowledge:**

- sound qualities of different instruments
- signal processing methods
- advanced knowledge of the mixing consoles, playback equipment and processors

### 02 check the balance

**Skills:**

- set output levels
- set the balance of the instruments and playback material
- ensure the balance fits all moving microphone positions to avoid feedback
- listen and communicate with the performers

**Knowledge:**

- national legislation on the maximum sound levels
- behaviour of a wireless system
- placement and movement of microphones on stage
- frequencies and radio signals

**Attitude:**

- awareness of risks related to sound levels

### 03 check the balance of the monitor mixing equipment

**Skills:**

- tune up the balance of the instruments and playback material according to performers
- listen and communicate with the performers
- set up output levels
- avoid feedback

**Knowledge:**

- placement of the monitors
- methods for avoiding interference between monitors and microphones

#### 04 check the balance of the wireless systems

##### Skills:

- tune up and check the balance of the wireless system to avoid feedback
- set up output levels

##### Knowledge:

- specifications of the wireless system
- placement and movement of the senders on stage
- frequencies and radio signals



## **02 00 30 04 Reading the score**

**Level:** 5

**Status:** Agreed

**Context:** Reading the musical score during rehearsal and performance

**Competence area:** Sound ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Musical terminology

Skills:

- interpret musical terminology used in score
- communicate with artists in musical terminology

Knowledge:

- musical terminology

### 02 Follow the music from the score

Skills:

- basic notation skills
- read and follow the score

Knowledge:

- basic music theory
- understanding the notation on sheet music
- musical terminology

## 02 00 30 05 Program and rehearse sound cues

**Level:** 4

**Status:** Agreed

**Context:** Programming cues and rehearsing sound states before or during rehearsals

**Competence area:** Sound ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Prepare a mixing console for plotting

**Skills:**

- reset the console
- route the signals
- set the gains
- pre-set controls
- program groups

**Knowledge:**

- functions of the programmable mixing consoles

### 02 Program a mixing console

**Skills:**

- create a mixing state based on documentation and/or instructions
- record cues and times
- program effects
- follow the procedures for back up and hard copy

**Knowledge:**

- documentation
- methods for programming

### 03 Rehearse sound states

**Skills:**

- run cues based on documentation or instruction
- add, change and delete cues
- adjust and tune sound states
- mark changes to the script
- reset cues on instruction

**Knowledge:**

- methods for adapting sound states

## **Running the show**

**See also:**

## **02 00 40 01 Monitor mixing in a live situation**

**Level:** 4

**Status:** Agreed

**Context:** monitor mixing in a live situation under own responsibility

**Competence area:** Sound ( General )

**Place in the process:** Running the show

**Elements:**

### 01 monitor mixing

Skills:

- adjust the levels of the overall balance according to requirements of each performer
- adjust effects and processors
- add balance according to the performance and requirements of the front of house mixer
- anticipate stage actions
- ensure the desired artistic quality

Knowledge:

- knowledge of the sound equipment
- sound mixing and signal processing techniques
- acoustical properties of the space
- different genres of music and types of instruments
- sound qualities of different instruments
- intentions of the sound designer
- the performance/music

## **02 00 40 02 Advanced sound mixing in a live situation**

**Level:** 4

**Status:** Agreed

**Context:** Mixing sound in rehearsals or in a live situation independently

**Competence area:** Sound ( General )

**Place in the process:** Running the show

**Elements:**

### 01 mixing multiple sources

Skills:

- adjust the levels and correct the balance of the sources to avoid feedback
- adjust effects and processors
- mix and balance together with the performance
- correct outputs based on performance requirements
- anticipate stage actions
- ensure the desired artistic quality

Knowledge:

- knowledge of the sound equipment
- sound mixing techniques and signal processing
- acoustical properties of the space
- different genres of music and types of instruments
- sound qualities of different instruments
- intentions of the sound designer
- the performance/music

### 02 run the show

Skills:

- prepare and set up cues according to documentation
- operate playback equipment
- run cues on documentation
- respond to visual cues
- anticipate stage actions
- react accurately to unexpected situations
- maintain the safe sound level

Knowledge:

- playback media
- current performance
- national legislation for the safe sound levels

## **02 00 40 03 Basic sound operating techniques in a live situation**

**Level:** 3

**Status:** Agreed

**Context:** sound operating techniques during rehearsals or in a live situation according to instructions

**Competence area:** Sound ( General )

**Place in the process:** Running the show

**Elements:**

### 01 basic sound mixing

Skills:

- set the levels according to specific instructions
- add effects and processors according to instructions
- operate playback equipment
- act on visual or called cues
- follow cues on documentation
- anticipate stage actions
- react accurately to unexpected situations

Knowledge:

- intentions of the sound designer
- knowledge of the sound equipment
- sound operating techniques

## **Maintenance**

**See also:**

## **02 00 60 01 Check, maintain and repair sound equipment**

**Level:** 3

**Status:** Agreed

**Context:** Scheduled maintenance activities on user level

**Competence area:** Sound ( General )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair sound equipment

Skills:

- work according to manufacturer's instructions
- clean equipment
- read schemes
- check equipment
- make and repair audio cables
- test the functionality

Knowledge:

- cleaning methods
- cables and connectors
- construction methods for cables
- regulations



## **02 00 60 02 Preventive maintenance and Recognising maintenance needs according to the sound design**

**Level:** 3

**Status:** Agreed

**Context:** All actions taken to maintain the productions quality

**Competence area:** Sound ( General )

**Place in the process:** Maintenance

**Elements:**

### 01 Perceiving maintenance needs

Skills:

- recognise changes in the audio quality of a sound mix or a recorded content
- recognise changes in the sound system alignment
- react to changes with a respect to the sound design

Knowledge:

- intentions of the sound designer of that performance

Attitude:

- respect for the artistic concept

### 02 Preventing changes in the sound image / design

Skills:

- check the sound system functions regularly
- change the batteries before they run out
- check the attachments of cables and connectors regularly
- check the correct placement of sound equipment before each performance
- regularly checks the quality of the playback formats (discs, tapes)

Knowledge:

- the system layout
- the sound design and the desired audio image of that production

## **Sound ( Live ) competences**

### **Preparing the show**

**See also:**

## **02 10 20 01 Tune up the PA**

**Level:** 4

**Status:** Agreed

**Context:** Tune up an analogue PA system in a live environment

**Competence area:** Sound ( Live )

**Place in the process:** Preparing the show

**Elements:**

### 01 Tuning the sound system

Skills:

- adjust the focusing of the speakers
- fix and secure the position
- adjust the settings such as delay lines, speaker EQ's, crossovers etc.

Knowledge:

- requirements of the production
- system settings

## **Sound ( Recording ) competences**

**Planning the show**

**See also:**

## **02 20 10 01 Plan a recording**

**Level:** 4

**Status:** Agreed

**Context:** Plan the equipment for and schedule a recording based on a given artistic concept

**Competence area:** Sound ( Recording )

**Place in the process:** Planning the show

**Elements:**

### 01 Plan equipment for recording

Skills:

- analyse the needs according to the artistic concept
- ensure the acoustic properties of the space
- define the equipment needed for the recording
- choose the appropriate equipment to suit the recorded source
- document the equipment set-up

Knowledge:

- different recording techniques
- basics of acoustics
- microphones and recording equipment

### 02 Planning a time-schedule for a recording

Skills:

- estimate the time required for different recording operations
- plan the order of recordings and takes
- plan equipment changes during the recording
- schedule the recording to best suit the time-schedule of the whole production

Knowledge:

- basics of time-planning
- overall knowledge of the production time-schedule

## **Preparing the show**

**See also:**

## 02 20 20 01 Setting up a multi-track recording

**Level:** 5

**Status:** Agreed

**Context:** Preparing and setting up multitrack recording equipment in preparation of a recording

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

### 01 Connecting an multitrack recording system

Skills:

- place the microphones correctly
- connect and patch the recording equipment

Knowledge:

- characteristics and use of different microphones
- knowledge of different cables and connectors

### 02 Setting up multitrack recording equipment

Skills:

- match the settings of different recording equipment
- route and test the signals
- pre-set for the recording

Knowledge:

- advanced recording equipment

### 03 Set up a (headphone) monitor system

Skills:

- connect and patch the monitor equipment
- check the levels

Knowledge:

- Knows the structure of a monitor system

### 04 Troubleshooting

Skills:

- Locate, detect and solve problems

Knowledge:

- The structure of a recording system
- User level troubleshooting of equipment

## **02 20 20 02 Music mixing**

**Level:** 4

**Status:** Agreed

**Context:** mixing recorded music

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

01 Mixing recorded music

Skills:

- follow the documentation and the instructions
- choose the takes and audio material and evaluate their audio quality
- transfer and organise sources to the editing/mixing platform
- define the required musical context of the material together with the designer
- process the tracks according to the sound qualities of different instruments
- balance the levels and process the tracks to the final mix
- save and make back 'up's

Knowledge:

- advanced sound editing and mixing techniques
- different conventions in music mixing
- history of music
- history of the recorded audio
- different genres of music and types of instruments
- intentions of the sound designer
- sound editing software



## **02 20 20 03 Basic recording**

**Level:** 4

**Status:** Agreed

**Context:** Basic stereo recording in any environment using a limited range of equipment

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

### 01 Making a basic recording

Skills:

- adjust the positions of the microphones
- test the signals
- set the controls to ensure an optimal recording
- record the sources
- document the takes

Knowledge:

- aware of acoustic effects on a recording
- basic recording techniques
- characteristics of different microphones

## 02 20 20 04 Recording music

**Level:** 5

**Status:** Agreed

**Context:** Recording music for performance

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

### 01 Check the function of the equipment and fine-tune the control levels

Skills:

- adjust the positions of the microphones
- set the controls to ensure an optimal recording
- locate, detect and solve problems
- sound qualities of unfamiliar instruments and determine their acoustical properties
- adjust acoustic set-up
- test recording levels

Knowledge:

- The structure of a sound system
- User level troubleshooting of the equipment
- sound qualities of different instruments
- The acoustic properties of different surface materials and the basics of acoustics

### 02 Adjust the monitor levels

Skills:

- set the controls and levels of the monitors according the requests of the artists

Knowledge:

- understand artists needs

### 03 Recording music

Skills:

- set the controls to ensure an optimal recording
- can organise the order of the takes to different tracks
- can test recording levels and interpret the meters correctly
- document the takes
- follow procedures for backup and hard copy

Knowledge:

- advanced recording techniques
- characteristics and use of different microphones
- knows how to connect a complex sound recording system

#### 04 Troubleshooting

##### Skills:

- locate, detect and solve problems
- can solve minor acoustic problems

##### Knowledge:

- structure of a sound system
- user level troubleshooting of equipment
- acoustic properties of different surface materials and how to use them in recording

## **02 20 20 05 Basic editing**

**Level:** 3

**Status:** Agreed

**Context:** Basic stereo-track editing as the final step for the preparation of the material for the performance

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

01 Basic editing

Skills:

- transfer source material to the editing platform
- choose the takes
- reorganise the material
- save and make back 'up's
- communicate with the designer

Knowledge:

- basic sound editing techniques
- simple sound editing software
- intentions of the sound designer

## **02 20 20 06 Multi-track editing and mixing**

**Level:** 4

**Status:** Agreed

**Context:** Editing , processing and mixing multiple tracks

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

01 Multi-track editing and mixing

Skills:

- follow the documentation and the instructions
- choose the takes and audio material and evaluate their audio quality
- transfer and organise sources to the editing/mixing platform
- reorganise the material
- edit the tracks
- process the tracks
- adjust the levels and process the tracks to the final mix
- save and make back 'up's
- communicate with the designer

Knowledge:

- advanced sound editing, processing and mixing techniques
- multi-track sound editing, processing and mixing software
- intentions of the sound designer

## 02 20 20 07 Set up basic recording

**Level:** 3

**Status:** Agreed

**Context:** Setting up basic stereo recording system

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

### 01 Set up a recording system

Skills:

- follow the documentation
- collect the appropriate microphones
- place the microphones
- connect cables to the recording equipment
- connect to the recording/storage medium
- test the equipment

Knowledge:

- documentation
- characteristics of different types of microphones
- different types of connections
- aware of acoustic effects on a recording

## 02 20 20 08 Multi-track recording

**Level:** 4

**Status:** Agreed

**Context:** Recording multiple sources to multiple tracks as a source for final editing and mixing

**Competence area:** Sound ( Recording )

**Place in the process:** Preparing the show

**Elements:**

### 01 Check the function of the equipment and fine-tune the control levels

**Skills:**

- adjust the positions of the microphones
- set the controls to ensure an optimal recording
- locate, detect and solve problems
- adjust acoustic set-up
- test recording levels

**Knowledge:**

- The structure of a sound system
- User level troubleshooting of the equipment
- The acoustic properties of different surface materials and basics of acoustics

### 02 Adjust the monitor levels

**Skills:**

- set the controls and levels of the monitors according the requests of the artists

**Knowledge:**

- Understand artists needs

### 03 Recording multiple sources

**Skills:**

- set the controls to ensure an optimal recording
- can organise the order of the takes to different tracks
- can test recording levels and interpret the meters correctly
- document the takes
- follow procedures for backup and hard copy

**Knowledge:**

- advanced recording techniques
- characteristics and use of different microphones
- knows how to connect a complex sound recording system

#### 04 Troubleshooting

##### Skills:

- locate, detect and solve problems
- can solve minor acoustic problems

##### Knowledge:

- structure of a sound system
- user level troubleshooting of equipment
- acoustic properties of different surface materials and how to use them in recording



## **Sound ( Wireless ) competences**

### **Preparing the show**

**See also:**

## **02 30 20 01 Tune up the wireless systems**

**Level:** 4

**Status:** Agreed

**Context:** Tune up the wireless system in a live environment

**Competence area:** Sound ( Wireless )

**Place in the process:** Preparing the show

**Elements:**

01 tune up the wireless system

Skills:

- check the batteries
- check the connection of the receivers to the mixer
- connect to the operational power
- detect and set up the frequencies of the wireless microphones avoiding interference
- set the output levels and detect top limits to avoid feedback

Knowledge:

- wireless system
- frequencies and radio signals
- local legislation

## **Stage ( General ) competences**

**Independent of the process**

**See also:**

## **03 00 00 01 Ensure the visual quality of the scenery and set-dressing**

**Level:** 4

**Status:** Agreed

**Context:** Ensuring the visual quality of scenery and set-dressing

**Competence area:** Stage ( General )

**Place in the process:** Independent of the process

**Elements:**

### 01 Ensure the visual quality of the scenery and set-dressing

Skills:

- prevent damage
- detect changes in the set image
- repair damage
- ensure that the image meets the standards of the artistic concept
- interpret the artistic concept

Knowledge:

- basic knowledge of scenic painting
- knowledge of the property plot and set drawings

Attitude:

- respect for the artistic concept
- accuracy

## **03 00 00 02 Foresee and prevent technical problems with stage equipment**

**Level:** 4

**Status:** Agreed

**Context:** Foresee and prevent problems with mechanical and electromechanical stage equipment

**Competence area:** Stage ( General )

**Place in the process:** Independent of the process

**Elements:**

### 01 Foresee and prevent technical problems with the equipment

Skills:

- detect changes in the functioning of the equipment that indicate foreseeable problems
- take preventive action
- update documentation

Knowledge:

- knows and understands the technical documentation and the desired functioning of the equipment

### **03 00 00 03 Foresee and prevent technical problems with scenic elements**

**Level:** 4

**Status:** Agreed

**Context:** Foresee and prevent problems with scenic elements

**Competence area:** Stage ( General )

**Place in the process:** Independent of the process

**Elements:**

#### 01 Foresee and prevent technical problems with the scenic elements

Skills:

- fine-tune the functioning of the set elements
- detect changes in the functioning of scenic elements and take preventative action
- update documentation

Knowledge:

- basic knowledge of scenic construction and assembly

## **Planning the show**

**See also:**

### **03 00 10 01 Draw Stage layouts manually**

**Level:** 3

**Status:** Agreed

**Context:** Drawing existing design into specific stage

**Competence area:** Stage ( General )

**Place in the process:** Planning the show

**Elements:**

#### 01 Drawing the set

Skills:

- interpret scenographical and venue drawings
- calculate dimensions and scales
- draw the set layout on the ground plan and section
- work in scale

Knowledge:

- understand the intentions of the set designer
- line, symbol and layer systems for building and scenographic drawings

Attitude:

- work precisely, neatly and exactly and with an eye for detail



## **Preparing the show**

**See also:**

## **03 00 20 01 Install and test technical stage equipment**

**Level:** 3

**Status:** Agreed

**Context:** Installing and testing technical stage equipment

**Competence area:** Stage ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Installing and testing technical stage equipment

Skills:

- install winches, motors and fixings
- install wagons and traps
- test equipment according to specifications and manufacturer's instructions
- put warning signs and lights as required and secure the stage area

Knowledge:

- basic knowledge of mechanics and technical equipment
- knowledge of legislation and safety regulations
- methods of installation

Attitude:

- Awareness of raised level of risks
- work ergonomically

## **03 00 20 02 Fit up scenic elements on stage**

**Level:** 3

**Status:** Agreed

**Context:** Fitting up scenic elements

**Competence area:** Stage ( General )

**Place in the process:** Preparing the show

**Elements:**

### 01 Fit up scenic elements on the basis of written documents

Skills:

- read and interpret the plan and understand scale
- assemble scenic elements
- attach scenic elements to technical equipment as required
- Hang stage textiles, cloths, gauzes etc. for masking or as scenic elements

Knowledge:

- different types of winches, fixings and rigging
- basic knowledge about mechanics and technical construction
- handling of stage textiles and scenic elements
- methods of assembling scenery

### 02 Fit up dance and stage floors and stage cloths

Skills:

- transfer and install floor elements
- prepare, lay and secure floors and floorcoverings

Knowledge:

- sprung dance floors
- laying and fixing stage cloths
- technical specification of floors

### **03 00 20 03 Mark the information from the ground plans to the stage area**

**Level:** 3

**Status:** Agreed

**Context:** Interpreting designs and other scenic drawings partly supervised

**Competence area:** Stage ( General )

**Place in the process:** Preparing the show

**Elements:**

#### 01 Mark the information from the ground plans to the stage area

**Skills:**

- read and interpret ground plans
- use scale rule
- ensure the centre line and setting line are marked out on stage
- mark the position of the lighting and scenery bars
- mark the position of scenery on stage
- mark the positions of masking as required including borders

**Knowledge:**

- different types of fixtures, their symbols, properties and application
- knowledge of scales used in scenographic drawings
- knowledge of technical resources and limitations

**Attitude:**

- maintain the design concept

## **Rehearsing the show**

**See also:**

## **03 00 30 01 Fit up and strike the rehearsal set**

**Level:** 3

**Status:** Agreed

**Context:** Fitting up and striking scenic elements for rehearsals

**Competence area:** Stage ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Fitting up and striking the rehearsal set

Skills:

- fit up scenic or temporary elements as required for rehearsal
- handle and use of scenic elements for rehearsal
- strike scenery to safe storage
- strike temporary scenic elements
- organize rehearsal elements in storage

Knowledge:

- technical understanding of suitability of scenic elements for rehearsal
- fixing temporary scenic elements
- striking and storing temporary scenic elements

Attitude:

- creative thinking

## **03 00 30 02 Handle scenic elements during rehearsal**

**Level:** 3

**Status:** Agreed

**Context:** Handling scenic elements during rehearsals

**Competence area:** Stage ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Handling and assembling scenery in rehearsal space or on stage

Skills:

- perform set changes in the required timescale
- repeat and develop required set movements
- set and strike scenic elements as required by the artistic team
- read the performance documentation

Knowledge:

- handling of scenic elements correctly
- methods of documentation

Attitude:

- flexibility to deliver director's requirements

## **Running the show**

**See also:**



## **03 00 40 04 Changeover of scenic elements during performance**

**Level:** 3

**Status:** Agreed

**Context:** Changing over scenic elements and following documentation during performance

**Competence area:** Stage ( General )

**Place in the process:** Running the show

**Elements:**

### 01 Handling and assembling the final set on stage

Skills:

- perform set changes in the required timescale
- repeat required set movements as rehearsed
- perform quick set changes
- use documentation during the performance
- deliver a consistent performance
- anticipate stage actions
- react accurately to unexpected situations
- correct positioning based on performance requirements
- respond to cues during performance

Knowledge:

- methods of handling scenic elements
- understanding documentation including plots and running procedures

## **Stage ( automated ) competences**

### **Maintenance**

**See also:**

## **03 20 60 01 Check, maintain and repair stage equipment for horizontal movement**

**Level:** 3

**Status:** Agreed

**Context:** Basic maintenance activities on electro-mechanical equipment for horizontal movement on stage level

**Competence area:** Stage ( automated )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair electrical elements

Skills:

- check the electrical functioning and find errors
- replace electrical parts
- repair connections
- read electrical schemes
- test the functionality

Knowledge:

- knowledge of electrics
- knowledge of regulations

### 02 Check, maintain and repair mechanical parts

Skills:

- check the mechanical functioning
- clean mechanical parts and lubricate them
- replace mechanical parts
- read manuals

Knowledge:

- working procedures

## **03 20 60 02 Check, maintain and repair stage elevators and traps**

**Level:** 4

**Status:** Agreed

**Context:** Maintenance activities of the elevators and traps

**Competence area:** Stage ( automated )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair electrical elements

Skills:

- check the electrical functioning and find errors
- replace electrical parts
- repair connections
- read electrical schemes
- test the functionality
- check the safety provisions

Knowledge:

- knowledge of electrics
- knowledge of regulations
- knowledge of safety procedures

Attitude:

- Methodical

### 02 Check, maintain and repair mechanical parts

Skills:

- check the mechanical functioning and condition
- clean mechanical parts and lubricate them
- replace mechanical parts
- read manuals
- check the safety provisions

Knowledge:

- working procedures
- knowledge of safety procedures
- knowledge of regulations

Attitude:

- Methodical

## **Flying systems ( General ) competences**

### **Rehearsing the show**

**See also:**

## **04 00 30 01 Operate a basic control system for movement**

**Level:** 3

**Status:** Agreed

**Context:** Operating a basic control system

**Competence area:** Flying systems ( General )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Operate movements

**Skills:**

- ensure visibility
- defining and setting travel limits
- handle travel and speed parameters
- run cues independently as well as under instruction
- communicate changes to relevant people
- reset cues on instruction
- react to unexpected situations
- act on faults and problems during operation

**Knowledge:**

- knowledge of control systems
- manufacturer's instructions
- operational procedures of control systems
- error fixing procedures

**Attitude:**

- Awareness of higher level of risks
- concentration
- flexibility to cue sequences according to artistic teams requirements

## **Running the show**

**See also:**

## **04 00 40 01 Operate a complex control system for movement during performance**

**Level:** 4

**Status:** Agreed

**Context:** operating a complex control system for movement which includes synchronized multiple movements

**Competence area:** Flying systems ( General )

**Place in the process:** Running the show

**Elements:**

### 01 Run movements

Skills:

- ensure visibility
- read performance documentation and understand written directions
- respond to visual or audio cues
- run independently as well as under instruction
- anticipate stage actions
- react accurately to unexpected situations
- correct movements based on performance requirements
- act on faults and problems during operation
- delivering consistent performance

Knowledge:

- operational procedures of control systems
- error fixing procedures
- awareness of artistic concept

Attitude:

- concentration
- Awareness of higher level of risks



## **Maintenance**

**See also:**

## **04 00 60 01 Check, maintain and repair control systems for automated equipment**

**Level:** 5

**Status:** Agreed

**Context:** Maintenance activities on the control part of the automated equipment

**Competence area:** Flying systems ( General )

**Place in the process:** Maintenance

**Elements:**

### 01 Check, maintain and repair electrical elements

Skills:

- check the electrical functioning and find errors
- replace electrical parts
- repair connections
- read electrical schemes
- test the functionality
- check the safety provisions

Knowledge:

- knowledge of electrics
- knowledge of regulations
- knowledge of safety procedures

Attitude:

- Methodical

### 02 Check, maintain and repair electronic parts

Skills:

- check the electronic functioning
- replace electronic parts following manufacturer's instructions
- read manuals
- check the safety provisions

Knowledge:

- working procedures
- knowledge of safety procedures
- knowledge of regulations

Attitude:

- Methodical

### 03 Check and update software

#### Skills:

- check the software functioning
- ensure optimal functioning
- update and tune software
- read manuals
- make backups

#### Knowledge:

- working procedures
- knowledge of safety procedures
- knowledge of regulations

#### Attitude:

- Methodical

## **General Technical ( electrical ) competences**

### **Planning the show**

**See also:**

## **11 20 10 01 Assess power needs**

**Level:** 5

**Status:** Agreed

**Context:** Prepare and plan the provision of electrical power for different areas

**Competence area:** General Technical ( electrical )

**Place in the process:** Planning the show

**Elements:**

01 Plan power distribution for light, stage and sound purposes

Skills:

- analyse the needs of the department
- calculate the needed power
- calculate cables
- list the required equipment
- draw plans of power distribution

Knowledge:

- knowledge of the permanent electrical system

## **Preparing the show**

## **11 20 20 01 Provide power distribution under supervision**

**Level:** 3

**Status:** Agreed

**Context:** Provide power distribution for light, stage, sound, video and rigging purposes under supervision

**Competence area:** General Technical ( electrical )

**Place in the process:** Preparing the show

**Elements:**

01 Provide power distribution for light, stage, sound, video and rigging purposes

Skills:

- put cables, fuse boards and splitters in place, based on instructions
- connect power (to main plug)

Knowledge:

- knowledge of the permanent electrical system
- basics of electrical calculation
- be aware of relevant regulations and code of practise

## **11 20 20 02 Provide power distribution**

**Level:** 4

**Status:** Agreed

**Context:** Provide power distribution for light, stage, sound, video and rigging purposes

**Competence area:** General Technical ( electrical )

**Place in the process:** Preparing the show

**Elements:**

01 Provide power distribution for light, stage, sound, video and rigging purposes

Skills:

- put cables, fuse boards and splitters in place, based on written documentation
- connect power (to main plug)
- organise distribution according the needs and requirments of the equipment
- calculates the power needs to avoid overloads

Knowledge:

- knowledge of the permanent electrical system
- knows the need for the separate electrical zero for the different departments
- know electrical regulations and code of practise



## **11 20 20 03 Provide power connection from bus bars**

**Level:** 5

**Status:** Agreed

**Context:** Provide power connection from bus bars

**Competence area:** General Technical ( electrical )

**Place in the process:** Preparing the show

**Elements:**

Provide power connection from busbars

**Skills:**

- locate the bus bars based on written documentation
- ensure the bus bars are securely isolated and the working environment is safe
- connect cables to the bars using appropriate tools
- calculates the power needs to avoid overloads
- ensure load is fused correctly
- connect power and measure voltage and phase relationships

**Knowledge:**

- knowledge of the permanent electrical system
- electrical regulations and code of practice
- connection and measuring methods
- understanding safe methods of work
- use of personal protective equipment

**Attitude:**

- awareness of raised level of risks

## 11 20 20 04 Install and operate generators

**Level:** 5

**Status:** Agreed

**Context:** Installing and operating generators as single or supplementary power supply in live-performance situations

**Competence area:** General Technical ( electrical )

**Place in the process:** Preparing the show

**Elements:**

### 01 Install a generator

Skills:

- install a 3 phase generator
- install and connect earth wiring
- connect power leads

Knowledge:

- different types of power supplies and earth systems

### 02 Operate a generator

Skills:

- check electrical functioning
- check motor functioning and fluid levels
- use the procedures for starting and stopping the engine

Knowledge:

- procedures for checking the engine

**Show (after the)**

**See also:**

## **11 20 50 01 De-rig and pack electronic equipment**

**Level:** 3

**Status:** Agreed

**Context:** De-rigging electronic equipment and packing it securely for storage or transportation

**Competence area:** General Technical ( electrical )

**Place in the process:** Show (after the)

**Elements:**

### 01 De-rig electronic equipment

Skills:

- handle equipment with care
- de-rig the accessories
- de-rig equipment after use
- store the equipment properly

Knowledge:

- knows how to store the equipment properly

Attitude:

- respect for equipment

### 02 Packing electronic equipment

Skills:

- pack cables neat and correct
- securing and packing equipment for transportation
- work safe

Knowledge:

- understand the value of equipment

## **Artistic (general) competences**

**Independent of the process**

**See also:**

### **30 00 00 01 Understand artistic concepts**

**Level:** 3

**Status:** Agreed

**Context:** Everybody working on stage

**Competence area:** Artistic ( General )

**Place in the process:** Independent of the process

**Elements:**

Understand artistic intentions

Skills:

- Understand artistic vision of the production
- Explain the role and meaning of light, sound and set for the artistic entity

Knowledge:

- Role different elements of theatre technology in the creation of an artistic entity

Attitude:

- Respect for the design of the production

## **Planning the show**

**See also:**

## **30 00 10 01 Translate artistic concepts to technical designs**

**Level:** 5

**Status:** Agreed

**Context:** Preparing technical design in different fields in cooperation with the artistic team

**Competence area:** Artistic ( General )

**Place in the process:** Planning the show

**Elements:**

### 01 Understand artistic intentions

Skills:

- Can understand artistic language
- can put the script in right context
- Knowledge:
  - Background knowledge of theatre history
  - Background knowledge of dramaturgy

Attitude:

- appreciates the value of design
- seeing through the eyes of the artist

### 02 Communicate with the artistic team

Skills:

- communicate with the artistic team
- visualise the artistic outcome partly on the basis of the designers description
- perceive 3-d space
- make a technical sketch taking the artistic plan into consideration
- interpret sketches

Knowledge:

- techniques and various technical solutions
- command of the artistic and technical terminology

Attitude:

- problem solving attitude
- understands the value of design



### 03 suggest technical solutions to reach the artistic goals

#### Skills:

- formulate and present technical solutions within technical and production constraints
- perceive 3-d space
- present alternative solutions
- advanced technical skills
- interpret sketches

#### Knowledge:

- difference between technical and artistic planning
- understanding artistic and technical processes
- technical knowledge
- state of technical development

#### Attitude:

- problem solving attitude
- appreciates the value of design

## **Running the show**

**See also:**

## **30 00 40 01 Understand and work according artistic concepts**

**Level:** 4

**Status:** Agreed

**Context:** Preparing and operating before and during the performance

**Competence area:** Artistic (General)

**Place in the process:** Running the show

**Elements:**

### Understand artistic intentions

Skills:

- understand artistic vision of the production
- put the script in correct context

Knowledge:

- Basic knowledge of theatre history
- Basic knowledge of dramaturgy

Attitude:

- respect for the design of the production

Autonomy:

### Work according to the artistic intentions

Skills:

- Make technical decisions to meet the artistic standards
- make artistic / independent decisions, when needed
- Intervene during the performance respecting the design and the impact of other departments

Knowledge:

- The aesthetics of the design
- Understanding the script
- Understanding of the role of other elements of the production for the artistic entity

Attitude:

- problem solving attitude
- respect the value of design

Autonomy:

- Can make the decisions within performance independently

## **Artistic (design) competences**

### **Independent of the process**

#### **See also:**

00 00 00 02 Read and use technical documentation  
70 10 00 01 Personal Time management  
70 10 00 02 Continuously develop your own practice  
70 10 00 05 Document your own practice  
70 20 00 02 Plan teamwork  
70 20 00 01 Lead a team  
70 20 00 04 Assess a team  
70 20 00 07 Chair a meeting  
70 90 00 01 Market and promote yourself as a freelancer  
70 90 00 02 Schedule work as a freelancer  
70 90 00 03 Negotiate contracts

## 30 10 00 01 Monitor design trends and developments

**Level:** 7

**Status:** agreed

**Context:** Identifying and exploring design trends and artistic developments in the live performance industry, in order to create a context for one's personal design work.

**Competence area:** Management (self-management)

**Place in the process:** independent

**Elements:**

Identify and explore design trends and developments

Skills:

- Monitor artistic trends in the live performance industry
- Keep up-to-date with trends and developments in design
- Place trends in cultural and historical context
- Forecast potential design opportunities
- foresee potential design trends
- Document trends, developments and opportunities

Knowledge:

- Methods of gathering information
- Methods of evaluating and verifying research findings
- Cultural and historical trends

Attitude:

- Preparedness for Life Long Learning
- Awareness of a wide variety of information and references on all areas of design

Autonomy:

- Responsible for own development

## 30 10 00 02 Monitor developments in technology used for design

**Level:** 6

**Status:** agreed

**Context:** Identifying and exploring developments in technology and materials used in the live performance industry, in order to create a technical background for one's personal design work.

**Competence area:** Management (self-management)

**Place in the process:** Independent

**Elements:**

Identify and explore developments in design technologies

Skills:

- Monitor the market
- Research technical materials with potential
- Research equipment
- Document the capabilities and features of new developments
- Understand the benefits and limitations of existing technologies
- Test the suitability for design use
- Evaluate the suitability for design use

Knowledge:

- Sources of information and advice on developments
- Methods for evaluating and testing the suitability
- Practical testing techniques
- Principles of health and safety
- Principles of fire resistance
- Environmental impact

Attitude:

- Preparedness for Life Long Learning
- "Out of the box" thinking

Autonomy:

- Responsible for own development

### **30 10 00 03 Monitor sociological trends**

**Level:** 7

**Status:** Agreed

**Context:** Identifying and exploring sociological trends and movements in society, in order to create a context for one's personal design work.

**Competence area:** Management (self-management)

**Place in the process:** Independent

**Elements:**

Identify and explore sociological developments

Skills:

- Monitor sociological trends and movements in society
- Relate sociological trends to artistic motives and actions
- Place trends in cultural and historical context
- Document sociological trends

Knowledge:

- Methods of gathering information
- Cultural and historical trends

Attitude:

- Preparedness for Life Long Learning
- Awareness of a wide variety of information and references

Autonomy:

- Responsible for own development

# Artistic competences

## Planning the show

### See Also:

30 00 10 01 Translate artistic concepts to technical designs  
03 00 10 01 Draw Stage layouts manually  
03 00 10 02 Draw stage layouts with CAD system  
00 00 10 02 Draw lighting plans with CAD system  
00 00 10 01 Draw and document lighting plan manually  
40 10 20 01 Establish and maintain the system layout for a production  
40 10 50 01 Filing / documenting a production  
70 56 00 02 Prepare budget



## 30 10 10 01 Script analyses

**Level:** 6

**Status:** Agreed

**Context:** Analysing the dramaturgy, form, themes and the structure of a play, script or libretto in order to create a structured base for the design process of a specific play.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

### Analyse the text

**Skills:**

- Read the text
- Analyse the text
- Analyse the dramaturgical structure
- Analyse the meaning of the script
- Analyse the intentions of the author
- Analyse the sociological context
- Analyse the historical context
- Research the historical context
- Divide the production into dramaturgic sections
- Analyse each section and its main theme (each scene and main conflict )
- Mark the dramaturgical cues and evolutions

**Knowledge:**

- Form and structure of plays
- Dramatic styles
- Theories and styles of significant playwrights in the history of theatre
- Theories of significant periods in the history of theatre
- History of different styles
- Historical production methods
- Historical production techniques
- Theatre architecture and theatre construction

**Attitude:**

**Autonomy:**

## 30 10 10 02 Score analyses

**Level:** 6

**Status:** Agreed

**Context:** Analysing the score, form, themes and structure of music, in order to create a structured base for the design process of a specific production.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

### Analyse the score

Skills:

- Read the score (the music)
- Analyse the structure
- Analyse the relation with the production
- Analyse the sociological context
- Analyse the historical context
- Research the historical context
- Divide the production into dramaturgic sections
- Analyse each section and it's main theme ??
- Mark the dramaturgical cues and evolutions
- Mark the cue points in the score in relation to the stage activities

Knowledge:

- Music notation
- Basics of music theory
- Form and structure of plays
- Dramatic styles
- Theories and styles of significant composers in the history of theatre
- Theories of significant periods in the history of theatre
- History of different styles
- Historical production methods
- Historical production techniques
- Theatre architecture and theatre construction

Attitude:

Autonomy:

### 30 10 10 03 Analyse the artistic concept based on stage actions

**Level:** 6

**Status:** Agreed

**Context:** Analyse the artistic concept, the form and the structure of a live performance based on observation of rehearsals or improvisation. Create a structured base for the design process of a specific production.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

#### Analyse the artistic concept based on stage actions

**Skills:**

- Observe stage actions
- Document stage actions
- Analyse stage actions
- Analyse the dramaturgical structure
- Analyse the meaning of the performance
- Analyse the intentions of the creator
- Analyse the sociological context
- Analyse the historical context
- Research the historical context
- Divide the production into dramaturgic sections
- Analyse each section and its main theme
- Mark the dramaturgical cues and evolutions

**Knowledge:**

- Form and structure of plays
- Dramatic styles
- Theories and styles of significant creators in the history of theatre
- Theories of significant periods in the history of theatre
- History of different styles
- Creation and improvisation methods
- Historical production methods
- Historical production techniques
- Theatre architecture and theatre construction

**Attitude:**

- Analytic
- Structured

**Autonomy:**

## 30 10 10 04 Research information and ideas

**Level:** 6

**Status:** Agreed

**Context:** Researching information and material to develop ideas and concepts for the design of a specific production based on the analysis of the play.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

Explore and select visual sources, materials and techniques relevant to the design context

Skills:

- Collect and explore visual references
- Explore materials, techniques and technology
- Select information that contributes to the development of design ideas
- Document the research process

Knowledge:

- The specific production
- Practical research methods
- Documenting methods

Attitude:

- Creative
- Open minded

Autonomy:

## 30 10 10 05 Develop design concepts

**Level:** 6

**Status:** Agreed

**Context:** Developing design ideas and concepts for a specific production based on own research, the production and the vision of the director.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

Identify and exploit design ideas

Skills:

- Evaluate design objectives
- Use the results of research to originate ideas
- Seek and explore ideas which are in line with the design concept
- Work independently and with others to originate new ideas

Knowledge:

- Design media, techniques and technology
- Methods how to originate ideas

Attitude:

- Creative
- Open minded
- Self-critical

Autonomy:

## 30 10 10 06 Share and develop design ideas

**Level:** 6

**Status:** Agreed

**Context:** Sharing design ideas with the artistic team, evaluating the ideas in the whole of the production and developing further ideas independently and with others.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

### Share and develop design ideas

**Skills:**

- Present and explain your thinking and ideas clearly to others involved
- Present ideas in different ways (for ex. visually)
- Look open-mindedly into any ideas or additions that may be suggested
- Discuss and evaluate the development of ideas with the design group
- Respect the design ideas of the people involved in the artistic team
- Evaluate design objectives in the course of the design process
- React openly upon possible suggestions or design proposals of the artistic team
- Identify, negotiate and agree the implications of changing ideas with others in the team
- Work with others to develop your ideas

**Knowledge:**

- Methods of presenting initial design ideas to others
- A wide understanding of the different fields of design
- Design media, techniques and technology
- Methods how to originate ideas

**Attitude:**

- Creative
- Open minded
- Self-critical

**Autonomy:**

## 30 10 10 07 Present detailed design proposals

**Level:** 6

**Status:** Agreed

**Context:** Preparing and presenting detailed design proposals for a specific production to a mixed group of people, including technical, artistic and management staff.

**Competence area:** Artistic (design)

**Place in the process:** Planning the show

**Elements:**

### Prepare finished design proposal

Skills:

- Produce clear and concise information to explain the design approach (reference materials, etc.)
- Prepare detailed design information (e.g. model box, final artwork, drawings, audio files and printouts)
- Prepare complete and accurate technical information to communicate the requirements for design realisation
- Prepare information on cost and production time according to the production plan

Knowledge:

- Requirements for design realisation (e.g. costs, materials, processes, technical and performance constraints)
- Design media, techniques and technology
- Methods for presenting ideas

### Present design proposal

Skills:

- Present proposals clearly and accurately
- Present accurate technical information and the requirements for realisation
- Present the time schedule and costs for realisation
- Answer questions accurately and adapted to the field of the receiver.

Knowledge:

- Methods of presenting design ideas
- Understand priorities in giving information
- Command of the artistic and technical terminology

Attitude:

- Problem solving attitude
- Seeing through the eyes of the different departments

# Artistic competences

## **Preparing the show**

**See also:**

70 56 00 08 Update budget



## 30 10 20 01 Ensure design concept quality during realisation process

**Level:** 6

**Status:** Agreed

**Context:** Ensuring the artistic quality of the design is reflected in the finalised result. This includes the follow-up of workshops and the artistic team.

**Competence area:** Artistic (design)

**Place in the process:** Preparing the show

**Elements:**

Ensure design concept quality during realisation process

Skills:

- Clarify the design to the staff involved
- Ensure the staff understands clearly your design concept
- Discuss and agree the practicalities of achieving your design and the type of materials, equipment, and locations that will be required
- Follow-up the workshops results
- Propose and discuss alternative technical solutions to achieve the design goals
- Check if the results of other fields interfere with the design concept
- Discuss problems between the different designs

Knowledge:

- The design concept
- Requirements for design realisation (e.g. costs, materials, processes, technical and performance constraints)

Attitude:

- Problem solving attitude
- Respect for the artistic quality of the production

## 30 10 20 02 Adapting existing designs to changed circumstances

**Level:** 6

**Status:** Agreed

**Context:** Adapting an existing design to changed circumstances and ensuring the artistic quality of the original design is reflected in the final result. This can be to adapt to a different house, a tour or a repertoire situation.

**Competence area:** Artistic (design)

**Place in the process:** Preparing the show

**Elements:**

### Adapting existing designs to changed circumstances

Skills:

- Analyse the design
- Analyse the changed circumstances
- Adapt the design with respect for the original design idea
- Foresee consequences and communicate to other departments
- Document necessary changes
- Distribute updated design documents to relevant people

Knowledge:

- The design concept
- Techniques and various technical solutions
- Performance and technical constraints of available technology
- Requirements for design realisation (e.g. costs, materials, processes, technical and performance constraints)

Attitude

- Problem solving attitude
- Respect for the original design
- Respect for the artistic quality of the production

Autonomy:

# Artistic competences

## Rehearsing the show

### See also:

- 40 10 30 01 Establish and maintain the prompt script for a production
- 02 00 30 04 Reading the score
- 50 20 40 01 Communicate during show
- 70 30 00 03 Prepare and distribute documentation
- 70 32 00 07 Plan stage operations to be used during a performance
- 70 32 00 04 Ensure the provision of technical and performer cues

## 30 10 30 01 Update design results during rehearsals

**Level:** 6

**Status:** Agreed

**Context:** Updating the design results based on observation of the stage image during the rehearsals, especially where the different designs and the action are integrated.

**Competence area:** Artistic (design)

**Place in the process:** Rehearsing the show

**Elements:**

### Update design results during rehearsals

**Skills:**

- Observe rehearsals
- Analyse the interaction of designs and action
- Evaluate with the artistic team, the operators and production staff
- Propose corrections to other designs
- Propose corrections to action
- Update the own design
- Communicate changes

**Knowledge:**

- Rehearsal process
- The design concept
- Techniques and various technical solutions
- Performance and technical constraints of available technology
- Requirements for design realisation (e.g. costs, materials, processes, technical and performance constraints)

**Attitude:**

- Problem solving attitude
- Patient
- Realistic
- Respect for the team
- Respect for the artistic quality of the production
- Respect for the artistic concept

**Autonomy:**

## 30 10 30 02 Coach Staff for running the performance

**Level:** 6

**Status:** Agreed

**Context:** coaching staff involved in operating a show about the actions that interfere with the design quality. This can be about cues, timing or movement in relation to the production.

**Competence area:** Artistic (design)

**Place in the process:** Rehearsing the show

**Elements:**

### Coach operators

Skills:

- Distribute appropriate design documents
- Discuss the tasks of each member of the team in relation to the design
- Rehearse with the operators
- Monitor the techniques and processes for running the performance
- Give guidelines on actions in case of a problem

Knowledge:

- Basics of coaching
- Methods for communication

Attitude:

- Patient
- Respect for the team

Autonomy:

# Artistic competences

## Running the show

### See also

00 00 40 02 Observe the show and maintain the artistic quality

03 00 00 01 Ensure the visual quality of the scenery and set-dressing

### **30 10 40 01 Quality control of design results during a run**

**Level:** 6

**Status:** Agreed

**Context:** Checking the quality of the design is kept to level during the run of a show.

**Competence area:** Artistic (design)

**Place in the process:** Running the show

#### **Elements:**

##### Quality control of design results

##### Skills:

- Check if the quality of the design concept is maintained
- Evaluate with the operators and production staff
- Propose alternatives or ameliorations
- Communicate with appropriate departments on maintenance needs

##### Knowledge:

- The design concept
- Techniques and various technical solutions

##### Attitude

- Patient
- Respect for the team

##### Autonomy:

## **Office ( documenting ) competences**

### **Planning the show**

**See also:**



## **40 10 10 01 Technically design, Draw and document a production**

**Level:** 5

**Status:** Agreed

**Context:** Monitoring and ensuring documentation is relevant to the production. Creating the documentation

**Competence area:** Office ( documenting )

**Place in the process:** Planning the show

**Elements:**

### 01 Monitoring and ensuring documentation

Skills:

- tie-in the different drawings from different departments
- understand the intentions of the designer
- interpret scenographical and building drawings

Knowledge:

- understand the different drawing methods used
- line, symbol and layer systems for building and scenographical drawings

Attitude:

- respect for the overall production

### 02 Creating documentation

Skills:

- apply drawing methods used for technical theatre
- work in scale
- calculate dimensions, angles, scales
- document production with appropriate lists

Knowledge:

- line, symbol and layer systems for building and scenographical drawings
- understand the needs of the documentation for the different users

Attitude:

- work precisely, neatly and exactly with an eye for detail

## **Preparing the show**

**See also:**

## **40 10 20 01 Establish and maintain the system layout for a production**

**Level:** 4

**Status:** Agreed

**Context:** Creating and updating information of the physical layout and connections of the technical infrastructure

**Competence area:** Office ( documenting )

**Place in the process:** Preparing the show

**Elements:**

### 01 Establish the system layout

Skills:

- Analysing the system layout
- Drawing the system layout adapted to the production needs

Knowledge:

- Methods and symbols for drawing the system layout
- understanding scale

### 02 Maintain the system layout

Skills:

- Record changes
- Adapt the system layout

Knowledge:

- Methods and symbols for drawing the system layout
- understanding scale

## **Rehearsing the show**

**See also:**

## **40 10 30 01 Establish and maintain the prompt script for a production**

**Level:** 4

**Status:** Agreed

**Context:** The process of making and updating a prompt script to reflect actions and timing of a production

**Competence area:** Office ( documenting )

**Place in the process:** Rehearsing the show

**Elements:**

### 01 Prepare the prompt script

**Skills:**

- Layout or create the script to enter cues
- Include all relevant information in the script for the first rehearsal
- Communicating with artists

**Knowledge:**

- Information Handling
- conventions for assembling a script
- organisational context

**Attitude:**

- Proactive

### 02 Maintain the prompt script during rehearsals and performance period

**Skills:**

- promptly and accurately record script changes in the prompt script
- up-to-date details of the timing and nature of technical and performer cues required

**Knowledge:**

- conventions for maintaining a prompt script
- knowledge on how to identify and indicate the need for technical and performer cues

**Attitude:**

- Proactive

### 03 Prepare the prompt script for the production period and performance

**Skills:**

- that cue points and standbys are accurately and clearly recorded with action detail
- maintain safe and secure storage and backup of the prompt script
- remove irrelevant information from the script before the performance period

**Knowledge:**

- the importance of accurate timing
- quick changes and how to accommodate these in the sequence and timing of cues

**Attitude:**

- Proactive

**Show (after the)**

**See also:**

## **40 10 50 01 Filing / documenting a production**

**Level:** 4

**Status:** Agreed

**Context:** Filing and archiving a production right after the performance period so that it can be reproduced or the information is accessible for other uses.

**Competence area:** Office ( documenting )

**Place in the process:** Show (after the)

**Elements:**

### 01 Checking the documents

Skills:

- Update documents before the storage/de-rig
- Ensuring the documents represent all elements of the production.
- ensuring documents are understandable and readable to people outside of the production
- Ensure documents are in a sustainable format so that they can be read in the future

Knowledge:

- Different documentation formats

Attitude:

- Work to be accurate and methodical

### 02 Storing the documents

Skills:

- Organize and pack documents in a safe way
- Naming and filing documents following the company procedures

Knowledge:

- Methods to avoid destruction and deterioration of the documentation

Attitude:

- Work to be accurate and methodical

## **Personal skills ( Social skills ) competences**

### **Running the show**

**See also:**



## **50 20 40 01 Communicate during show**

**Level:** 3

**Status:** Agreed

**Context:** All communications direct as well as over communication equipment

**Competence area:** Personal skills ( Social skills )

**Place in the process:** Running the show

**Elements:**

01 communicate during a performance period

Skills:

- Give accurate appropriate information
- React appropriately to given information
- Communicate adapted to the situation

Knowledge:

- Understand priorities of given information

Attitude:

- respect for the performance

## **Health and Safety ( personal ) competences**

**Independent of the process**

**See also:**

## **60 20 00 01 Work ergonomically**

**Level:** 2

**Status:** Agreed

**Context:** Work ergonomically for personal health and safety

**Competence area:** Health and Safety ( personal )

**Place in the process:** Independent of the process

**Elements:**

### 01 Work ergonomically

Skills:

- ply the ergonomical principles while lifting or carrying heavy or unpractical loads
- Apply the appropriate ergonomical methods
- Searches the optimal position to apply force
- Use the right equipment to lift or move heavy objects
- Ask for help
- Communicate with colleagues while lifting / moving objects

Knowledge:

- Ergonomical principles
- Lifting and carrying equipment

### 02 Work safe on heights

Skills:

- Select and use the appropriate equipment to go to the high working post
- Use the appropriate personal safety equipment
- Ensure no objects can fall during activity
- Secure small tools and equipment
- Ensure underlying floors are free

Knowledge:

- Risks
- Regulations

Attitude:

- Work accurate

## **Management (General)**

**See also:**

## **70 00 00 01 Negotiate contracts**

**Level:** 4

**Status:** Agreed

**Context:** Negotiate working contracts with customers

**Competence area:** Management (general)

**Place in the process:** Independent

**Elements:**

### Negotiate contracts

Skills:

- Precise terms and conditions for contracts
- Ensure facilities are sufficient for production requirements
- Negotiate the required tasks and outcomes clearly
- Schedule the tasks
- Negotiate fees according to required tasks and outcomes
- Agree expenses or per diems
- Discuss copyright issues
- Agree procedures for changes in schedule
- Make sure promotion material and credits are relevant
- Make sure proper contracts are made in time

Knowledge:

- Legal issues behind contracts
- Production requirements
- Industry practices
- Occupation related collective agreement

Attitude:

Autonomy:

## **Management (Self management)**

**Independent of the process**

**See also:**

## **70 10 00 01 Personal Time management**

**Level:** 2

**Status:** Agreed

**Context:** Managing your time schedule within your working environment

**Competence area:** Management (self-management)

**Place in the process:** Independent

**Elements:**

### 01 Plan and manage your time schedule

Skills:

- Estimate the amount of time required to carry out planned activities
- Plan and prioritise work in line with set objectives and organisational policies
- Crosscheck with others planning
- Avoid interruptions to planned work
- Make allowance to unforeseen circumstances
- Check progress against planning
- Feedback to involved others in case of (foreseen) problems

Knowledge:

- Organisational policies and set objectives
- Planning systems

Attitude:

- Proactive
- Aware of the working environment

Autonomy:

- Manage your own time schedule

### 02 Document and update your time schedule

Skills:

- Document the time schedule
- Use appropriate planning system
- Review progress and update the time schedule taking into account the consequences of changes

Knowledge:

- Basics of time management
- The production planning in the work environment

Attitude:

- Proactive

## **70 10 00 02 Continuously develop your own practice**

**Level:** 2

**Status:** Agreed

**Context:** The whole process of formal and informal Life Long Learning to improve your functioning in your working environment.

**Competence area:** Management (Self-Management)

**Place in the process:** Independent

**Elements:**

### 01 Identify own development needs

Skills:

- Inform oneself about new evolutions in relation to the own function
- Identify personal development needs against the needs of the organisation and the current work activities
- Identify personal development needs against personal goals
- Get and use feedback from others on personal performance to identify personal development needs

Knowledge:

- New evolutions in relation to the own function and the organisation

Attitude:

- Open-minded
- Motivated to learn and to develop himself

Autonomy:

- Responsible for ensuring your own development

### 02 Plan your personal development

Skills:

- Set realistic objectives
- Discuss and identify with other people ways of meeting your own development needs
- Keep track of your own development

Knowledge:

- The possibilities for development

Attitude:

- Committed to self development

Autonomy:

- Responsible for ensuring your own development



### 03 Develop yourself

#### Skills:

- Get acquainted with new matters, relevant for his own task
- Search information to support your development
- Acquire knowledge and methods to support your development

#### Knowledge:

- Methods for searching relevant and validated formation

#### Attitude:

- Preparedness for Life Long Learning

#### Autonomy:

## **70 10 00 05 Document your own practice**

**Level:** 2

**Status:** Agreed

**Context:** Documenting your work for different purposes like assessment, job application etc.

**Competence area:** Management (Self Management)

**Place in the process:** Independent

**Elements:**

Document your own practice

Skills:

- Document your work and career
- Select relevant proof and documentation
- Ensure the documentation is relevant for the intended purpose
- Adapt and structure information to the receivers needs or formats

Knowledge:

- Needs of the receiver

Attitude:

Autonomy:

**Management (Team)**

**Independent of the process**

**See also:**

## **70 20 00 01 Lead a team**

**Level:** 5

**Status:** Agreed

**Context:** lead and supervise a group of people in order to meet the expected results within a given timeline and with the foreseen means.

**Competence area:** Management (Team)

**Place in the process:** Independent

**Elements:**

### 01 Lead a team

Skills:

- Explain the team members work activities in sufficient detail
- Make clear what is expected of people in the team
- Motivate people effectively
- Monitor activities against schedules
- Take corrective action when problems occur with maintaining schedules
- Adapt leadership method to different team members
- Give supportive feedback

Knowledge:

- Motivation methods
- Leadership methods
- Feedback methods
- Production process

Attitude:

- Personal motivation
- Commitment to team work

Autonomy:

- Responsible for the functioning of the team

### 02 Supervise a team

Skills:

- Supervise the work of the team members
- Check the work against the expected results
- Take corrective action when problems occur with the results
- Give supportive feedback
- Recommend how team members could improve their work

Knowledge:

- Feedback methods
- Leadership methods
- Management methods
- Production needs

Attitude:

- Commitment to the production

Autonomy:

- Responsible for the quality of the results of the team

## **70 20 00 04 Assess a team**

**Level:** 6

**Status:** Agreed

**Context:** Assessing the team and its members in order to improve the methods and results of the work and to help with the professional development of the team members.

**Competence area:** Management (Team)

**Place in the process:** Independent

**Elements:**

### Assess a team

Skills:

- Gather the information you need
- Evaluate the information
- Assess the actions of the individual team members
- Assess the team work process
- Give supportive feedback
- Ensure feedback is based on an objective assessment
- Ensure feedback is adapted to the individual
- Ensure feedback is understood
- Give opportunities to team members to respond to feedback
- Recommend how team members could improve their work

Knowledge:

- Assessment processes
- Motivation methods

Attitude:

- Quality driven

Autonomy:

## **70 20 00 07 chair a meeting**

**Level:** 5

**Status:** Agreed

**Context:** Chairing a meeting for a group of people in order to formulate decisions that are carried out by the group

**Competence area:** Management (Team)

**Place in the process:** Independent

**Elements:**

Chair a meeting

Skills:

- Coordinate the agenda
- Prioritize subjects
- Set clear time limits for each subject
- Provide an equal chance for every opinion
- Moderate between opinions
- Avoid chaotic discussion
- Formulate conclusions
- Take decisions
- Ensure all participants understand the conclusions
- Ensure all subjects on the agenda are dealt with

Knowledge:

- Negotiating methods
- Conflict handling methods
- Decision making techniques
- Time management techniques

Attitude:

- Open for different opinions

Autonomy:

## **Planning the show**

**See also:**

## 70 20 10 02 Plan teamwork

**Level:** 5

**Status:** Agreed

**Context:** Plan the work of a group of people in order to meet time and quality requirements

**Competence area:** Management (Team)

**Place in the process:** Planning the show

**Elements:**

### Plan teamwork

Skills:

- Identify tasks to be executed
- Identify people's skills and competences
- List the deadlines
- Take in account activities of other teams that influence your team
- Plan workflow
- Match tasks and skills
- Produce a clear time strategy for realistic delivery within budget and time constraints
- Schedule activities
- Ensure schedule is realistic and achievable
- Produce clear schedules that can be easily monitored and understood

Knowledge:

- The production process
- Planning methods
- Time management methods

Attitude:

- Commitment to the production

Autonomy:



## **Management (Volunteers)**

**Independent of the process**

**See also:**

## **70 21 00 01 brief volunteers**

**Level:** 5

**Status:** Agreed

**Context:** Brief and introduce volunteers into the professional work environment

**Competence area:** Management (volunteers)

**Place in the process:** Independent

**Elements:**

Brief volunteers on work requirements and responsibilities

Skills:

- Explain the purpose and value of the volunteers work
- Motivate to achieve high standards
- Encourage and support volunteers to take ownership of the work
- Encourage and support volunteers to meet their diverse needs, abilities and potential
- Introduce the organizational structure
- Introduce the organisational procedures
- Introduce safety procedures
- Agree individual responsibilities
- Agree working methods
- Agree communication procedures
- Adapt communication to the receiver

Knowledge:

- Organisation structure
- Organisation procedures
- Health and safety procedures

Attitude:

- Respect for their volunteer role

Autonomy:

## **70 21 00 02 support volunteers**

**Level:** 5

**Status:** Agreed

**Context:** Follow up volunteers during their activity

**Competence area:** Management (volunteers)

**Place in the process:** Independent

**Elements:**

Support volunteers during volunteering activities

Skills:

- Monitor volunteering activities
- Identify problems when they occur
- Identify the implications of the problem
- Communicate these to those involved
- Adapt communication to the target group
- Feedback to relevant departments
- Provide temporary support to overcome problems

Knowledge:

- Volunteer needs for support
- Limitations of voluntary work

Attitude:

- Promote an atmosphere in which individuals are not blamed for the problem
- Promote an atmosphere in which problems are seen as an opportunity for learning

Autonomy:

## **Management (Production)**

**Independent of the process**

**See also:**

## 70 30 00 03 Prepare and distribute documentation

**Level:** 5

**Status:** Agreed

**Context:** Prepare and distribute documentation to ensure all people involved in the production receive the latest information

**Competence area:** Management (production)

**Place in the process:** Independent

**Elements:**

### Prepare and distribute documentation

**Skills:**

- Collect all relevant information
- Check the accuracy of the information
- Ensure that the needed information is present and delivered in time
- Select the information needed by the receiver
- Create clear and understandable documents
- Present documents in a format that best suits the purpose
- Ensure the documents are easily distributable
- Update documents regularly
- Make sure updates contain the most recent information
- Ensure revision and version numbers are clear
- Distribute the documents to appropriate people
- Inform about the documents and updates to appropriate people
- Make documents easily accessed
- Store the documents safely and securely in an approved location

**Knowledge:**

- Production process
- Context of a document
- Methods for organizing the content
- Receivers needs
- Importance of confidentiality and data protection
- Importance of meeting deadlines
- Documentation process
- Documentation tools

**Attitude:**

**Autonomy:**

## **70 30 00 07 Monitor workload**

**Level:** 4

**Status:** Agreed

**Context:** Monitoring the workload of a production in order to keep the production within legal limits and foreseen workload

**Competence area:** Management (production)

**Place in the process:** Independent

**Elements:**

### Monitor workload

Skills:

- Check production schedule
- Collect working hours report
- Confirm that workload is within legal limits
- Compare working hours report against production schedule
- Extrapolate the results for future actions
- Propose corrections when required
- Document production workload
- Communicate with relevant departments

Knowledge:

- Desired outcomes of the production
- Different operations of the production
- Staff legislation
- Organisational procedures

Attitude:

- Social responsibility

## **Planning the show**

**See also:**

## **70 30 10 01 Analyse and estimate the production needs**

**Level:** 6

**Status:** Agreed

**Context:** Analyse and estimate the production needs based on the design needs

**Competence area:** Management (Production)

**Place in the process:** Planning

**Elements:**

Identify production requirements

Skills:

- Confirm the purpose, aims and objectives of the production
- Gather information from relevant people
- Estimate the equipment needs
- Estimate the required staff workload to meet the production goals
- Estimate the financial needs
- Estimate required resources
- Evaluate transport needs
- Ensure the interpretation reflects the artistic concept
- Agree with all the departments of the results of the analyses
- Communicate to the relevant departments

Knowledge:

- Desired outputs of the production
- Financial control procedures
- The main roles and responsibilities of others within the organisation

Attitude:

Autonomy:



## **70 30 10 02 Plan production activities**

**Level:** 5

**Status:** Agreed

**Context:** Allocating staff, resources and time for a production

**Competence area:** Management (production)

**Place in the process:** Planning

**Elements:**

### 01 Plan staff

Skills:

- Ensure the production requirements are up-to-date
- Define the required functions of the team in different operations
- Consult with the relevant people to ensure that the technical functions for period are clearly identified
- Ensure staff have relevant competences
- Assemble a team including back-up to meet production needs
- Communicate with relevant departments
- Define the workload according to the desired outcomes

Knowledge:

- Competences of the available staff
- Different operations of the production
- Desired outcomes of the production
- Organisational procedures

### 02 Identify production resources

Skills:

- Use valid and reliable sources of information to identify production requirements for different departments
- Ensure production needs are up to date
- Allocate resources according to the production activities
- Allocate facilities according to the production activities
- Communicate with relevant departments

Knowledge:

- Available resources
- Desired outcomes of the production

### 03 Define production time-line

#### Skills:

- Define production tasks which are manageable, measurable and achievable
- Plan the production by matching the equipment, processes and labour needed
- Define production time-line within the scope and definition of the production and known constraints
- Check the production time-line with the relevant people
- Make revisions based on feedback
- Confirm the agreed time-line
- Define the deadlines of different production teams

#### Knowledge:

- The main roles and responsibilities of others
- Desired output of the production
- Awareness of activities outside of your control which are effecting your production time-line

## **70 30 10 03 Schedule production activities**

**Level:** 5

**Status:** Agreed

**Context:** Coordinate the scheduling of the whole production process

**Competence area:** Management (Production)

**Place in the process:** Planning

**Elements:**

### Schedule production activities

**Skills:**

- Update production timeline
- Coordinate scheduling of staff
- Coordinate scheduling of resources
- Coordinate scheduling of facilities
- Coordinate scheduling of transportation
- Combine separate schedules to a master production schedule
- Identify conflicting elements
- Ensure production schedule which is manageable and achievable
- Communicate information accurately and promptly to the appropriate people
- Confirm the schedule activities with the appropriate people
- Filter information according to the recipients needs
- Ensure all information is understood
- Communicate new production schedules at appropriate intervals and amend them in accordance with changes in key variables
- Take account of feedback when making revisions
- Maintain all documentation related to the production schedule accurately in accordance with defined procedures

**Knowledge:**

- Desired outputs of the production
- The main roles and responsibilities of others
- Foreseen staff
- Foreseen resources
- Organisational procedures
- Production systems and operations
- Information handling
- Scheduling methods

## **70 30 10 04 Schedule staff**

**Level:** 5

**Status:** Agreed

**Context:** Scheduling of staff of the whole production

**Competence area:** Management (production)

**Place in the process:** Planning

**Elements:**

### Schedule staff

**Skills:**

- Update production timeline
- Check the availability with appropriate individuals
- Schedule the workload according to the production needs, known constraints and desired outcomes
- Ensure production schedule which is manageable and achievable
- Ensure staff schedule is within legal limits
- Confirm the schedule(d) activities with the appropriate people
- Communicate information accurately and promptly to the appropriate people
- Filter information according to the recipients needs
- Ensure all information is understood
- Communicate new production schedules at appropriate intervals and amend them in accordance with changes in key variables
- Take account of feedback when making revisions
- Maintain all documentation related to the production schedule accurately in accordance with defined procedures

**Knowledge:**

- Desired outputs of the production
- The main roles and responsibilities of others
- Foreseen staff
- Organisational procedures
- Staff legislation
- Production systems and operations
- Information handling
- Scheduling methods

**Attitude:**

- Social responsibility

## 70 30 10 05 Schedule transportation

**Level:** 5

**Status:** Agreed

**Context:** Scheduling of transportation for the whole of production

**Competence area:** Management (production)

**Place in the process:** Planning

**Elements:**

### Schedule transportation

**Skills:**

- Update production timeline
- Identify all transport needed
- Check the availability of all transport means
- Schedule the transport according to the production needs, known constraints and desired outcomes
- Ensure the availability of handling equipment
- Ensure transport schedule which is manageable and achievable
- Ensure transport schedule is within legal limits
- Confirm the schedule activities with the appropriate people
- Communicate information accurately and promptly to the appropriate people
- Filter information according to the recipients needs
- Prepare transport documentation
- Ensure all information is understood
- Communicate new transport schedules at appropriate intervals and amend them in accordance with changes in key variables
- Take account of feedback when making revisions
- Maintain all documentation related to the transport schedule accurately in accordance with defined procedures

**Knowledge:**

- Desired outputs of the production
- Transport systems
- Transport legislation
- Transport operational procedures
- The main roles and responsibilities of others
- Organisational procedures
- Production systems and operations
- Customs legislation
- Information handling

## **70 30 10 06 Plan and organise staff travel and accommodation**

**Level:** 5

**Status:** Agreed

**Context:** Plan and organise staff travel and accommodation in order to meet the production requirements

**Competence area:** Management (production)

**Place in the process:** Planning

**Elements:**

### 01 Plan and organise travel

**Skills:**

- Check the availability of your staff
- Check the location of your staff
- Check the production schedule
- Check luggage requirements
- Check special needs requirements
- Compare travel methods and costs
- Choose methods of travel
- Confirm travel arrangements with staff
- Make reservations
- Communicate to relevant departments
- Prepare travel schedule
- Document all travel information
- Distribute travel documents
- Check staff travel documents needed for the destination

**Knowledge:**

- Available budget
- Environmental impact of different ways of travel
- Methods of travel
- Travel documentation
- Production schedule
- Documents needed for the destination
- Organizational policies and procedures

**Attitude:**

- Social responsibility

## 02 Plan and organise accommodation

### Skills:

- Check the production schedule
- Check accommodation requirements
- Check special needs requirements
- Compare accommodation options and costs
- Choose accommodation
- Confirm accommodation arrangements with staff
- Make reservations
- Communicate to relevant departments
- Prepare accommodation schedule
- Document all accommodation information
- Distribute accommodation documents
- Check staff travel documents needed for the destination

### Knowledge:

- Available budget
- Different types of accommodation
- Accommodation documentation
- Accommodation schedule
- Documents needed for the accommodation
- Organizational policies and procedures

### Attitude:

- Social responsibility

## **Management (Performance)**

### **Planning the show**

**See also:**



## 70 31 20 01 Plan stage operations to be used during a performance

**Level:** 5

**Status:** Agreed

**Context:** Planning of all technical actions of a performance in order to insure an efficient and smooth technical execution that supports the artistic result. This is the preparation phase of the cueing of the performance.

**Competence area:** Management (Performance)

**Place in the process:** Planning the show

**Elements:**

Plan stage operations

Skills:

- Analyse the need for technical and performer cues
- Organise the order of every stage action during the performance
- Estimate the available time to perform every operation
- Estimate the amount of technicians to perform every operation
- Crosscheck with other departments planning
- Document the cues and actions
- Feedback to others involved in case of unforeseen problems

Knowledge:

- The production needs
- Technical solutions and limitations
- Organisational policies
- Planning systems
- Cueing methods

Attitude:

- Proactive

Autonomy:

## **Running the show**

**See also:**

## 70 31 40 01 Coordinate pre-show checks

**Level:** 5

**Status:** Agreed

**Context:** coordinate the final check(s) before a performance in order to ensure a safe, optimal functioning environment that is preset to start the show.

**Competence area:** Management (Performance)

**Place in the process:** Running the show

**Elements:**

### 01 Plan pre-show checks

**Skills:**

- Gather information from different departments
- Define the needs for pre-show checks
- Analyse risks occurring during pre-show checks
- Define the proper order to run the pre-show check
- Prepare pre-show check lists and reports
- Write effective instructions and procedures

**Knowledge:**

- Best practice in different areas of work
- Pre-show procedures

**Attitude:**

- Proactive
- Safety awareness

**Autonomy:**

### 02 Coordinate pre-show checks

**Skills:**

- Instruct people responsible for parts of pre-show check
- Ensure checks are carried out accurately
- Gather feedback after the pre-show check
- Assess the impact of the problems on the performance run
- Report detected problems to the relevant person in the production
- Take relevant action to resolve detected problems

**Knowledge:**

- Best practice in different areas of work
- Pre-show procedures

**Attitude:**

- Proactive
- Safety awareness
- Respect for the artistic quality

**Autonomy:**

## **70 31 40 01 Cue a performance**

**Level:** 5

**Status:** Agreed

**Context:** Cueing technical and performers actions during a performance in order to insure an efficient and smooth execution of the artistic result.

**Competence area:** Management (Performance)

**Place in the process:** Running the show

**Elements:**

### 01 Cue technical actions

Skills:

- Follow the prompt script
- Follow the stage action
- Give pre-cues that allow technical crew to prepare for action
- Check crew are ready
- Check stage is safe for action
- Check previous stage actions are ready
- Cue performers according to stage action
- Check crew response
- Check results
- Correct actions if required
- Respond to problems or unexpected events

Knowledge:

- The expected result
- Prompt scripts
- Cue sheets

Attitude:

- Flexible
- Concentration
- Stress resistant
- Improvisation attitude

Autonomy:

- Responsible for the run of the performance

## 02 Cue performers

### Skills:

- Follow the prompt script
- Follow the stage action
- Give pre-cues that allow performers to prepare for action
- Check performers are ready
- Cue performers according to stage action
- Check performers response
- Correct actions if required
- Respond to problems or unexpected events

### Knowledge:

- The expected result

### Attitude:

- Concentration
- Stress resistant
- Improvisation attitude

### Autonomy:

- Responsible for the run of the performance

## **70 31 40 01 Manage the running of a performance**

**Level:** 6

**Status:** Agreed

**Context:** Managing or supervising and evaluating the running of a performance.

**Competence area:** Management (Performance)

**Place in the process:** Running the show

**Elements:**

Manage the running of a performance

Skills:

- Ensure all crew and performers are present
- Ensure stage and equipment are safe and working
- Ensure crew and performers can work in optimal conditions
- Communicate with all departments including Front of House
- Respond to problems or unexpected events that affect the performance
- Evaluate the run of the performance
- Feedback to relevant departments

Knowledge:

- Procedures for running a performance
- Procedures of non-stage departments (like Front of House staff)
- Evaluating methods

Attitude:

Autonomy:

## **Management (Technical resources)**

**Independent of the process**

**See also:**

## 70 51 00 03 Manage technical resources stock

**Level:** 4

**Status:** Agreed

**Context:** Manage and monitor technical resources stock to ensure that the production demands can be met in time

**Competence area:** Management (Technical resources)

**Place in the process:** Independent of the process

**Elements:**

Manage technical resources stock

Skills:

- Monitor stock levels
- Process the demands
- Propose alternatives
- Allocate resources
- Monitor deadlines
- Feedback to relevant departments
- Keep track of technical resources
- Keep quality record of technical resources
- Propose future purchasing

Knowledge:

- Methods of record-keeping
- Relevant technical knowledge
- In-house stock
- Production schedules and deadlines

Attitude:

- Accuracy

Autonomy:



## **70 51 00 04 Coordinate and manage renting and purchasing**

**Level:** 5

**Status:** Agreed

**Context:** Coordinating and managing the provision of resources in a cost efficient way on an organisational level

**Competence area:** Management (Technical resources)

**Place in the process:** Independent of the process

**Elements:**

### 01 Analyse the need for rental or purchase

Skills:

- Negotiate with various suppliers, internal or external
- Check feasibility
- Check cost
- Check deadlines
- Check technical consequences
- Communicate with different departments
- Communicate with different productions
- Compare rental versus purchasing
- Propose alternatives
- Negotiate with finance departments

Knowledge:

- Suppliers
- Budgets
- Production schedules

Attitude:

- Cost effectiveness

Autonomy:

## 02 Deal and negotiate with suppliers

### Skills:

- Negotiate with various suppliers, internal or external
- Agree cost
- Agree deadlines
- Place orders
- Schedule deliveries
- Feedback to relevant departments

### Knowledge:

- Suppliers
- Budgets
- Production schedules

### Attitude:

- Cost effectiveness

### Autonomy:

- Place orders within the budget

## 03 Supervise renting and purchasing

### Skills:

- supervise the receiving of goods
- supervise the quality of goods
- supervise the movement of stock
- take appropriate action

### Knowledge:

- organizational procedures
- safety regulations
- relevant technical knowledge

## **70 51 00 05 Receiving and monitoring the quality of goods**

**Level:** 4

**Status:** Agreed

**Context:** Receiving and accepting items from suppliers or productions and ensuring they meet the technical and safety standards

**Competence area:** Management (Technical resources)

**Place in the process:** Independent of the process

**Elements:**

### 01 Receiving goods

Skills:

- check for possible damage
- check the quantities against the documentation
- ensure items comply with documentation
- mark and label following the organisational procedures
- ensure items get in stock

Knowledge:

- Organizational procedures

Attitude:

Autonomy:

### 02 Monitor the quality of goods

Skills:

- check items against specifications
- test against safety regulations if required
- check expected quality of used goods

Knowledge:

- technical knowledge of the equipment
- Specifications and functionality under normal conditions
- Specifications and functionality under specific conditions
- "Wear and tear" under normal conditions
- "Wear and tear" under specific conditions
- safety regulations
- testing procedures
- legislation

Attitude:

Autonomy:

## **70 51 00 06 Manage consumables stock**

**Level:** 4

**Status:** Agreed

**Context:** Manage and monitor consumables stock to ensure that the production demands can be met in time

**Competence area:** Management (Technical resources)

**Place in the process:** Independent of the process

**Elements:**

Manage consumables stock levels

Skills:

- Monitor stock levels
- Process the demands
- Propose alternatives
- Allocate resources
- Monitor deadlines
- Feedback to relevant departments
- Keep record of stock transactions
- Anticipate future demands
- Provide information to others to prepare orders

Knowledge:

- Methods of record-keeping
- In-house stock
- Production schedules and deadlines

Attitude:

- Accuracy

Autonomy:

## **Planning the show**

**See also:**

## **70 51 10 01 Analyse the need for technical resources and consumables**

**Level:** 5

**Status:** Agreed

**Context:** Defining the requirements based on the technical needs of the production

**Competence area:** Management (Technical resources)

**Place in the process:** Planning the show

**Elements:**

Analyse the need for technical resources

Skills:

- Collect the necessary information
- Analyse the needs based on collected information
- Check feasibility
- Check technical consequences
- Communicate with different departments
- Define delivery needs

Knowledge:

- Needs of different productions
- Needs of different departments
- Relevant technical knowledge
- Current design(s)
- Methods of communication

Attitude:

- Accuracy
- Respect the design of the production

## **70 51 10 01 Planning maintenance activities**

**Level:** 5

**Status:** Agreed

**Context:** Organising scheduled maintenance activities

**Competence area:** Management (Technical resources)

**Place in the process:** Planning the show

**Elements:**

### 01 Planning and scheduling maintenance activities

Skills:

- communicate about long term plan between departments
- communicate on budgets
- develop short to medium term plan based on the production planning
- schedule current maintenance activities
- ensure other departments are aware of the plans

Knowledge:

- knowledge on time management and planning methods

Attitude:

Autonomy:

### 02 Preparing budgets for maintenance

Skills:

- define the needs
- define costing
- communicate about budgets
- develop budgets to deliver short term plan
- work according the company procedures on purchasing

Knowledge:

- knowledge on budget planning
- knowledge about the market
- method of producing financial plans

Attitude:

Autonomy:

### 03 Ensure sufficient resources are available

Skills:

- stock control
- provide facilities i.e. work areas and equipment
- schedule competent staff

Knowledge:

- knowledge of maintenance procedures

Attitude:

## **70 51 10 02 Plan technical resources and consumables**

**Level:** 5

**Status:** Agreed

**Context:** Planning and allocating technical resources and consumables based on earlier made analyses

**Competence area:** Management (Technical resources)

**Place in the process:** Planning the show

**Elements:**

### Plan technical resources

Skills:

- Propose alternatives
- Allocate resources to different departments
- Allocate resources to different productions
- Feedback to production
- Feedback to finance departments
- Schedule deliveries
- Set stock levels

Knowledge:

- In-house stock
- Suppliers stock
- Relevant technical knowledge
- Technical resources in the market
- Allocated budgets
- Production schedules and deadlines

Attitude:

- Accuracy
- Respect the design of the production
- Cost effectiveness

Autonomy:



## **Management (Logistics)**

**Independent**

**See also:**

## **70 52 00 01 Manage storage and transport operations**

**Level:** 4

**Status:** Agreed

**Context:** Manage storage and transport operations in stage or storage area

**Competence area:** Management (Logistics)

**Place in the process:** Independent

**Elements:**

### 01 Manage transport actions

Skills:

- Communicate with different departments
- Supervise transport actions
- Work according to the transport plan
- Check the work is done as planned
- Resolve problems with regard to the needs of equipment and storage space

Knowledge:

- Storage systems and procedures
- Storage area
- Transport limitations
- Specific needs and/or limitations of the transport
- Specific needs for transport order
- Specific needs for storage order

Attitude:

- Problem solving

Autonomy:

### 02 Manage storage actions

Skills:

- Communicate with different departments
- Supervise storage actions
- Work according to the storage plan
- Check the work is done as planned
- Resolve problems with regard to the needs of equipment and storage space

Knowledge:

- Storage systems and procedures
- Storage area
- Storage limitations
- Specific needs and/or limitations of the storage
- Specific needs for storage order

Attitude:

- Problem solving

Autonomy:

## **70 52 10 01 Analyse logistic needs**

**Level:** 5

**Status:** Agreed

**Context:** Analysing the needs of the whole of different departments on the organizational level

**Competence area:** Management (Logistics)

**Place in the process:** Planning

**Elements:**

### Analyse logistic needs

**Skills:**

- Gather information from different departments
- Communicate with different departments and/or productions
- Analyse and record gathered information
- Estimate the quantity and volume
- Define the time limits
- Communicate with transport and storage departments

**Knowledge:**

- The storage and/or transport system
- The storage and/or transport area
- The storage and/or transport limitations
- Specific needs and/or limitations of the equipment
- Specific needs for transport order
- Regulations and legislation on manual handling

**Attitude:**

- Efficient
- Attention for detail

**Autonomy:**

## **70 52 10 02 Plan storage operations**

**Level:** 4

**Status:** Agreed

**Context:** Plan storage operations in stage- or storage area

**Competence area:** Management (Logistics)

**Place in the process:** Planning

**Elements:**

Plan storage in stage- or storage area

Skills:

- Communicate with different departments and/or productions
- Estimate the needed space for storage
- Plan the order of the storage
- Allocate storage areas for different needs
- Communicate with the people involved in storage
- Ensure sufficient resources for handling storage items

Knowledge:

- Storage systems and procedures
- Storage area
- Storage limitations
- Specific needs and/or limitations of the storage
- Specific needs for storage order

Attitude:

- Problem solving

Autonomy:

## 70 52 10 03 Plan transport operations

**Level:** 4

**Status:** Agreed

**Context:** Planning transport for different departments in order to get the most efficient movement of equipment and materials

**Competence area:** Management (Logistics)

**Place in the process:** Planning

**Elements:**

Plan transport

Skills:

- Communicate with different departments
- Communicate with different productions
- Plan transport order of the equipment
- Calculate quantity and volume
- Communicate with transport department
- Communicate with transport companies
- Allocate transport for different needs

Knowledge:

- Specific needs and/or limitations of the goods
- Specific needs for storage and transport order in relation of the organisation requirements
- Transport logistics and procedures
- Specifications and limitations in transport systems
- Regulations for transporting

Attitude:

- Problem solving

**Management (Human resources)**

**Independent**

## 70 54 00 06 Create and develop an organisational structure

**Level:** 6

**Status:** Agreed

**Context:** Create and develop the organisational structure of a group of people to meet the organisations' mission

**Competence area:** Management (Human resources)

**Place in the process:** Independent

**Elements:**

Create and develop the organisational structure

Skills:

- Define the required organisational structure
- Define the required operations to meet the organisations' mission statement
- Evaluate how existing structures and systems can be improved
- Develop various options for structures
- Execute operations to meet the targets
- Ensure suitable staff are recruited
- Lead the organisations development process in complex changing environment
- Ensure good motivation and good working atmosphere

Knowledge:

- Operations in relation to performing art organisations
- Different professions
- Leadership methods
- Motivation practices

Attitude:

Autonomy:

**Management (Health and safety)**

**Independent**



## **70 55 00 02 Promote health and safety**

**Level:** 5

**Status:** Agreed

**Context:** Promoting health and safety at work

**Competence area:** Management (health and safety)

**Place in the process:** Independent

**Elements:**

Promote health and safety

Skills:

- Tell people clearly and accurately about the security procedures
- Tell people to whom they must report security risks
- Tell people what they must do on finding security risks
- Make sure that people follow the workplace security procedures
- Notice security risks and take action to minimise risk and maximise protection
- Create opportunities for staff to learn about safety issues
- Promote safety awareness using various methods

Knowledge:

- Organisation's procedures for dealing with security
- Where to obtain external advice and help
- Recognising security risks
- Dealing with security risks
- Communication
- Marketing techniques

Attitude:

- proactive
- positive

Autonomy:

## **70 55 00 03 Supervising Health and safety at work**

**Level:** 5

**Status:** Agreed

**Context:** Supervising and managing the well-being of the staff

**Competence area:** Management (health and safety)

**Place in the process:** Independent

**Elements:**

Develop and manage the well-being of the staff

Skills:

- Lead and manage the health and safety work
- Adapt the regulations to practice as part of the normal operations
- Develop safe systems of work
- Deliver induction to new employees
- Give guidance to others
- Give feedback to senior management on safety performance
- Development of training programmes for safety
- Take appropriate action in an emergency
- Mentor the staff in safety issues
- Make time to support others

Knowledge:

- Health and safety regulations and instructions
- Procedures for an induction process
- What action to take in an emergency
- Safe use of hazardous substances
- Methods of recording accidents
- Methods for effective support
- Stress management

Attitude:

Autonomy:

## **70 55 00 06 Health and safety of the audience**

**Level:** 5

**Status:** Agreed

**Context:** Managing the safety of the audience and planning for possible hazards

**Competence area:** Management (health and safety)

**Place in the process:** Independent

**Elements:**

Manage the safety of the audience

Skills:

- Evaluate impact of special effects on an audience
- Guide audiences during an emergency
- Deal with conflict
- Document relevant safety information
- Deal with emergencies
- Handle the public
- Assist an audience member with disabilities
- Ensure escape routes are clear and functional

Knowledge:

- Allowed sound levels
- Evacuation and emergency procedures
- Notification of strobe lighting
- Methods of assisting audience members with disabilities
- Public reaction to emergencies
- First aid
- Contact details for emergency services
- Fire equipment

Attitude:

- Calm
- Authoritative

Autonomy:

- Taking decisions within own level of authority

## **70 55 00 08 Implement safe working practices**

**Level:** 4

**Status:** Agreed

**Context:** Implementing safe working practices at work

**Competence area:** Management (health and safety)

**Place in the process:** Independent

**Elements:**

Implement safe working practices

Skills:

- Plan for the protection and the safety of the work area and environment
- Safe use of equipment
- Ensure staff operate within the organizational procedures
- Install, maintain and remove temporary protection and safety arrangements of the work area
- Select relevant materials, components and equipment

Knowledge:

- Best practice for your area of work
- Appropriate personal protective equipment (PPE)
- Barriers and temporary structures
- Information and regulations governing buildings.
- Correct disposal of waste materials

Attitude:

- Personal responsibilities relating to workplace safety
- Compliance with warning/safety signs
- Remaining alert

## **70 55 10 01 Planning Health and Safety**

**Level:** 6

**Status:** Agreed

**Context:** Planning procedures for improving health and safety at work

**Competence area:** Management (health and safety)

**Place in the process:** Planning

**Elements:**

Plan health and safety

Skills:

- Write health and safety policies
- Write effective instructions and procedures
- Ensure compliance with regulations
- Implement safety policies
- Monitor safety policies
- Conduct an effective safety review
- Set objectives
- Plan relevant training for safety practises
- Assess health and safety training needs

Knowledge:

- Methods of health and safety management
- Legislation
- Legal responsibilities
- Responsibilities within your job role
- Commonly used work practices
- Channels of communication

Attitude:

- Awareness of hazards in the workplace

Autonomy:

## 70 55 10 02 Write risk assessment

**Level:** 4

**Status:** Agreed

**Context:** Identifying and writing risk assessment

**Competence area:** Management (health and safety)

**Place in the process:** Planning

**Elements:**

### Write risk assessment

**Skills:**

- Review current risk assessments and up-date as required
- Write risk assessments according to the organizational procedures
- Ensure that resources required for writing risk assessment are available
- Report risks to the appropriate people in an agreed format
- Make recommendations for minimising risk
- Comply with legal requirements
- Confirm that industry standards are being met
- Maintain an awareness of hazards
- Record hazards in line with organisational procedures
- Identify accurately new hazards arising from changes in working practices
- Ensure new hazards are documented

**Knowledge:**

- Purpose, legal implications and importance of writing risk assessments
- Methods of identifying risk
- Relevant documentation
- Organizational procedures
- Type of hazards that are most likely to cause harm
- Methods of reducing risk
- Effective communication methods
- Health and safety risks in live performance

**Attitude:**

- Awareness of hazards in the workplace
- Proactive

## 70 55 10 03 Manage safe working procedures

**Level:** 5

**Status:** Agreed

**Context:** Ensuring that all measurements concerning the health and safety of workers are carried out. Working safely should be seen in its widest form including the possible environmental aspects of work.

**Competence area:** Management (health and safety)

**Place in the process:** Planning

**Elements:**

### 01 Manage risk assessment

**Skills:**

- Ensure staff are competent for writing risk assessment
- Ensure that resources required for risk assessment are available
- Ensure effective procedures for carrying out risk assessment
- Ensure risk assessments are current and up to date
- Check compliance with legal requirements
- Confirm that industry standards are being met
- Ensure expert help and guidance is available if needed

**Knowledge:**

- Methods of writing risk assessments
- Effective communication methods
- Health and safety risks in live performance
- Legal requirements
- Industry standards
- Purpose and importance of carrying out risk assessments
- Methods of reducing risk

**Attitude:**

- Personal responsibilities relating to workplace safety
- Remaining alert

### 02 Manage safety procedures

**Skills:**

- Implement systems to ensure the staff are competent to carry out their work safely
- Ensure the control measures of the risk assessment are being maintained
- Ensure the required protection for the working area is available
- Ensure effective instructions and procedures are available
- Ensure necessary budgets are available

**Knowledge:**

- Knowledge of best practice for your area of work
- Required protection equipment
- Information and regulations governing buildings.
- Methods of writing safety procedures
- Regulations relating to waste disposal
- Relevant legislation
- Methods of identifying risk

### 03 Follow up safety actions

#### Skills:

- Deal promptly with reported risks
- Support and motivate people in their health and safety actions
- Prioritise identified risks for further action
- Ensure that action is taken as a result of an accident report
- Make recommendations for minimising risk
- Maintain an awareness of hazards

#### Knowledge:

- Methods of reporting accidents
- Motivation methods
- Type of hazards that are most likely to cause harm
- Methods for minimizing risks



## Running the show

## **70 55 40 01 Maintain health and safety during a performance**

**Level:** 5

**Status:** Agreed

**Context:** Maintain health and safety during a performance

**Competence area:** Management (health and safety)

**Place in the process:** Running the performance

**Elements:**

Manage risks during a performance

Skills:

- Maintain safety standards
- Understand production requirements in relation to risk
- Solve problems under stress
- Brief staff on their responsibilities
- Ensure pre show checks are carried out

Knowledge:

- Different techniques and their safe use
- Risk
- Company procedures
- Evacuation procedures

Attitude:

- Alert
- Awareness of the risks of routine work
- Awareness of hazards

Autonomy:

**Management (Finance)**

**Independent**

## 70 56 00 08 Update budget

**Level:** 5

**Status:** Agreed

**Context:** Update a given budget with the latest, accurate information in order to react to variations and to ensure the set goals can be reached within the given context.

**Competence area:** Management (financial)

**Place in the process:** Independent

**Elements:**

Keep budget up to date

Skills:

- Gather accurate and detailed information about expenditures
- Monitor expenditure progress against the given budget
- Gather accurate and detailed information on foreseen changes
- Update budgets according to the changed needs and the available budget
- Reallocate costs to expenditure headings to reflect changes
- Report current situation to responsible people

Knowledge:

- Methods for budgeting
- Sorts of expenditure headings and budget levels (available budget)
- Organisations financial systems and procedures
- Reporting methods
- Documenting methods

Attitude:

Autonomy:

## Planning the show

## 70 56 10 01 Prepare budget

**Level:** 5

**Status:** Agreed

**Context:** Establishing a budget that reflects the foreseen expenditures and incomes in a understandable way, adapted to the organisational structure and procedures

**Competence area:** Management (financial)

**Place in the process:** Planning

**Elements:**

Prepare budget

Skills:

- Gather accurate and detailed information about expenditure headings
- Identify the costs required for staff including back-up
- Identify the costs required for resources
- Identify the available budget
- Budget for contingencies
- allocate costs to expenditure headings
- discuss budget with responsible people
- confirm budget with responsible people

Knowledge:

- Methods for budgeting
- Sorts of expenditure headings and budget levels
- Organisations financial systems and procedures

Attitude:

Autonomy:

## **Management (Training and development)**

**Independent**

## **70 57 00 01 Assess training needs**

**Level:** 5

**Status:** Agreed

**Context:** Reviewing required skills and knowledge and analysing further training needs of the staff

**Competence area:** Management (training and development)

**Place in the process:** Planning

**Elements:**

### 01 Review competence requirements

Skills:

- Analyse the skills and knowledge needed for the different tasks
- Write a detailed description of tasks needed at work
- Ensure the list of descriptions is clear and easy to understand
- Ensure the list is up to date
- Check the descriptions with appropriate people

Knowledge:

- Methods for analysing competence
- Culture and industry practice

Attitude:

- Objective

Autonomy:

### 02 Assess training needs

Skills:

- Check staff members' understanding of skills required for workplace activities
- Monitor the self-evaluation of the staff
- Compare the self-evaluation with the list of competence descriptions with each member of the staff
- Analyse all the evidence of prior learning and skills learned on the floor
- Agree with staff members which tasks will be assessed
- Agree on further training or development staff members need before completing the assessment process.

Knowledge:

- Assessment methods
- Technical knowledge
- Competences that are required
- Industry practice

Attitude:

- Objective

Autonomy:



## **70 57 00 02 Plan and organise training**

**Level:** 5

**Status:** Agreed

**Context:** Providing a development plan and mentoring the training of the staff

**Competence area:** Management (Training and development)

**Place in the process:** Independent

**Elements:**

### 01 Provide written development plan

**Skills:**

- Analyse the competences required for each member of the staff
- Ensure the training needs reflect the legal requirements
- Prioritise the order of required competences
- Research learning opportunities
- Research training programmes
- Check course content is relevant
- Check for the possibility for training in the workplace environment
- Integrate training with workload
- Choose the manner of delivery
- Ensure that objectives are clear and achievable
- Make a written detailed schedule of training and work
- Regularly check that learning outcomes are met according to the schedule

**Knowledge:**

- The working environment
- Required competences of the staff
- Presentation of ideas and plans
- Methods for delivering training
- Learning outcomes

**Attitude:**

- Supportive

**Autonomy:**

## 02 Mentor training

### Skills:

- Identify individual learning styles
- Coach in a manner and at a speed which is appropriate to each individual
- Regularly check that learners are making progress towards learning outcomes
- Advise trainees
- Give learners positive feedback
- Identify anything that prevents learning and review this with learners

### Knowledge:

- Understand the working environment
- Presentation of ideas and plans
- Methods for delivering mentoring
- Learning outcomes
- Methods for giving feedback

### Attitude:

- Supportive

### Autonomy:

## **70 57 00 03 Organise assessment**

**Level:** 5

**Status:** Agreed

**Context:** Organising the assessment process of the staff

**Competence area:** Management (Training and development)

**Place in the process:** Independent

**Elements:**

### Organise assessment

**Skills:**

- Review assessment plans and identify how work activities can be assessed
- Agree with staff members by which manner each task will be assessed
- Agree with staff members the order of the tasks to be assessed
- Advise staff members on how to collect appropriate evidence for assessment
- Identify who may be involved in or affected by the assessment process
- Ensure the work area is suitable for assessment purposes
- Prepare right circumstances for the assessment
- Make arrangements with the people involved in assessment
- Notify others not involved in the assessment process
- Document the assessment process

**Knowledge:**

- Assessment methods
- Restrictions of simulated assessment
- Methods for giving support
- Assessment documentation

**Attitude:**

- Positive approach

**Autonomy:**

## **70 57 00 04 Monitor training**

**Level:** 5

**Status:** Agreed

**Context:** Monitor, check and report training procedures

**Competence area:** Management (Training and development)

**Place in the process:** Independent

**Elements:**

### Monitor training

Skills:

- Ensure learners understand the targets of the training
- Ensure that when scheduling training the workload and working hours are taking into consideration
- Ensure that training is integrated with normal working practices where possible
- Regularly check that learners are making progress towards learning outcomes
- Check training content is valid and relevant
- Evaluate trainers performance during training
- Feedback information to trainers
- Advice trainers
- Report the outcomes of the training to the relevant people

Knowledge:

- Learning outcomes
- Relevance of the training to work practises
- Methods to monitor trainees that are effective and objective
- Different learning methods
- Training and work schedules

Attitude:

- Objective

Autonomy:

## **70 57 00 05 Evaluate training**

**Level:** 6

**Status:** Agreed

**Context:** Evaluating learning outcomes and giving feedback to the trainers and trainees

**Competence area:** Management (Training and development)

**Place in the process:** Independent

**Elements:**

### 01 Evaluate learning outcomes

**Skills:**

- Analyse learners progress against the development plan
- Analyse learning evidence
- Consider learners feedback on the learning process
- Ensure the learning process is documented
- Update the learners development plan

**Knowledge:**

- Methods of evaluation
- Staff development needs
- Quality control
- Types of portfolios
- Methods for portfolio development

**Attitude:**

- Objective

**Autonomy:**

### 02 Give feedback

**Skills:**

- Give feedback to trainers at appropriate place and time
- Give feedback to trainees at appropriate place and time
- Provide clear and constructive feedback
- Give guidance to the improvement of performance if necessary
- Support learners

**Knowledge:**

- Methods of feedback
- Staff development needs
- Methods for supporting learners
- Quality control

**Attitude:**

- Objective
- Supportive towards life long learning

**Autonomy:**

## **70 57 00 06 Monitor assessment**

**Level:** 5

**Status:** Agreed

**Context:** Monitoring the assessment process in the workplace or educational environment

**Competence area:** Management (Training and development)

**Place in the process:** Independent

**Elements:**

### Monitor assessment

Skills:

- Ensure the candidate understands the assessment criteria
- Ensure the candidate understands the outcomes of the assessment
- Ensure that the evidence considered meets the required standards
- Ensure that the evidence comes from candidates own work
- Give candidates clear and useful feedback on their performance as soon as possible after the assessment
- Keep the records of assessment safe and secure

Knowledge:

- The working culture and practices of the industry/sector
- Assessment process
- Assessment methods and documentation

Attitude:

- Supportive

Autonomy:

**Management (Quality)**

**Independent**

## **70 58 00 01 Monitor the quality of technical resources**

**Level:** 6

**Status:** Agreed

**Context:** Monitoring the quality of technical resources to meet the production needs

**Competence area:** Management (technical resources)

**Place in the process:** Independent of the process

**Elements:**

Monitor the quality of technical resources

Skills:

- Consult relevant people to identify the resource needs
- Ensure resource requirements from scripts, drawings, plans and design
- Monitor technical resources against identified production requirements
- Ensure value for money, consistency, quality and continuity of supplies
- Ensure suppliers meet specifications
- Check specifications and functionality of supplied resources
- Give opportunities for feedback from users about technical quality and how it could be improved
- Regularly check and monitor technical resources against artistic concept and technical requirements

Knowledge:

- Roles and responsibilities of different technical departments
- The organisational and legal constraints and requirements
- In-house stock of technical resources
- Rental equipment
- Specifications and functionality under normal conditions
- Specifications and functionality under specific conditions
- Practical constraints affecting different technical departments

Attitude:

- Proactive



**Management (Freelance work)**

**Independent**

## **70 90 00 01 Market and promote yourself as a freelancer**

**Level:** 4

**Status:** Agreed

**Context:** Promoting own skills and knowledge on the freelance market

**Competence area:** Management (freelance work)

**Place in the process:** Independent

**Elements:**

### Market own skills

Skills:

- Build personal networks
- Network with colleagues and area related organizations
- Make, follow up and maintain contacts with potential employers and clients
- Promote own skills and knowledge by advertising, press coverage, exhibitions, web page and business cards
- Seek job opportunities independently
- Using portfolio presentation to maximize your reputation

Knowledge:

- Promotional methods
- Direction and focus when marketing
- Other organisational cultures and ways of working

Attitude:

Autonomy:

### Sell services

Skills:

- Gather valid and reliable market information from available sources
- Identify current trends and developments that may affect the service demands
- Analyse benefits and limitations of different promotional methods
- Communicate accurate information
- Present personal portfolio

Knowledge:

- Promotional methods
- Market research techniques
- The market for designs /design services

Attitude:

- Proactive

Autonomy:

- Responsible for own work
- Responsible for quality

## **70 90 00 02 Schedule work as a freelancer**

**Level:** 4

**Status:** Agreed

**Context:** Planning and scheduling work as a freelancer

**Competence area:** Management (freelance work)

**Place in the process:** Independent

**Elements:**

Plan and schedule work

Skills:

- Schedule work between productions
- Schedule work in productions
- Schedule work in cooperation with other people working in the project
- Estimate time requirements for different work engagements
- Schedule work time used for different tasks
- Plan for contingencies
- Produce outcomes that meet the deadlines

Knowledge:

- Methods of scheduling
- Methods for making time reports

Attitude:

Autonomy:

## **70 90 00 04 Manage own company**

**Level:** 5

**Status:** Agreed

**Context:** Managing your own company as a freelancer

**Competence area:** Management (freelance work)

**Place in the process:** Independent

**Elements:**

### Manage own company

**Skills:**

- Set up administration systems for purchase orders, invoicing, filing and chasing late payments
- Keep accounts i.e. book keeping, income, expenditure and cash flow
- Make, follow up and maintain contacts with potential employers and clients
- Interpersonal skills
- Build personal networks
- Promote your business
- Allow for business development costs
- Plan ahead to maintain workflow in terms of required income, time available and outcomes required
- Produce outcomes that meet agreed constraints, quality parameters and deadlines
- Store all documents i.e. contracts securely

**Knowledge:**

- Professional ethics and practices
- Budgeting for resources and overheads
- Legislation affecting your company
- Types of insurance
- Promotional methods

**Attitude:**

- Tactful
- Open-minded

**Autonomy:**

- Responsible for own work
- Responsible for quality

## 70 90 00 05 Research opportunities

**Level:** 6

**Status:** Agreed

**Context:** Researching information and ideas to draft project proposals

**Competence area:** Management (Freelance)

**Place in the process:** Independent

**Elements:**

### Research information for proposals

Skills:

- Research potential markets
- Identify and clarify client requirements
- Research new ideas
- Evaluate ideas
- Evaluate projects
- Gather and identify all the necessary information needed to draft proposals
- Communicate accurate information
- Produce a project portfolio

Knowledge:

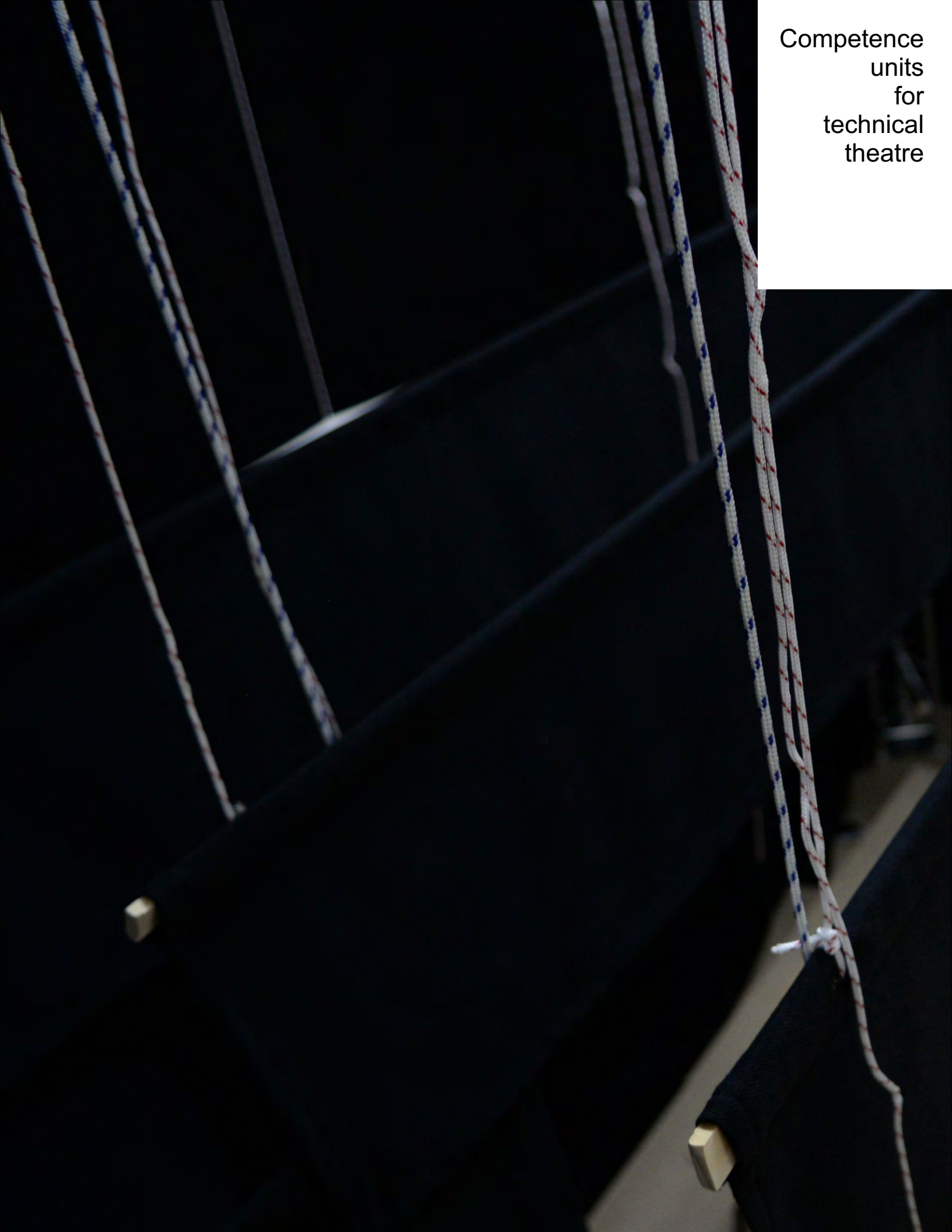
- Research methods
- Understanding your potential markets
- Promotional methods

Attitude:

- Proactive
- Attention to detail
- Respect for upcoming ideas

Autonomy:

- Responsible for own work
- Responsible for quality



Competence  
units  
for  
technical  
theatre