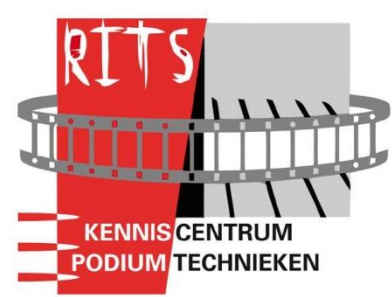


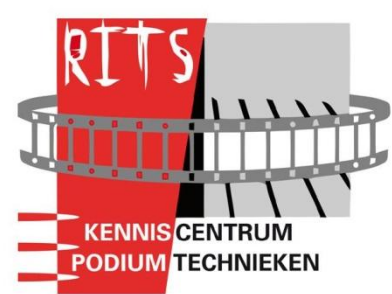
# Theatre technical crew

Functions, education and training



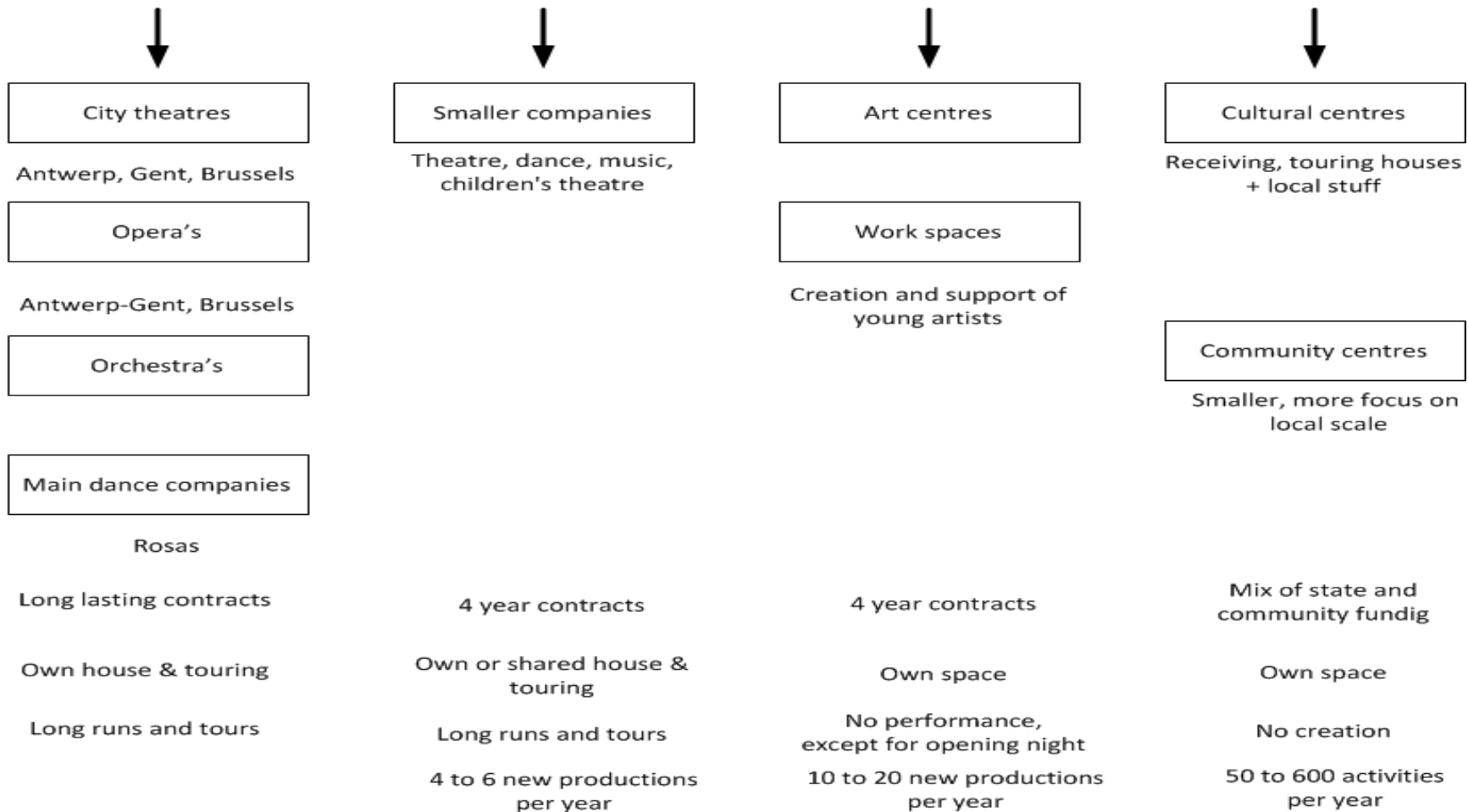
# Overview

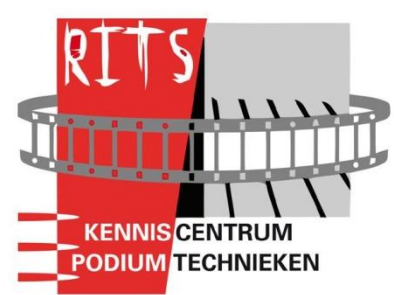
- Structure of the cultural sector
- Functions in the technical field
- Education and training
- Two examples of programs



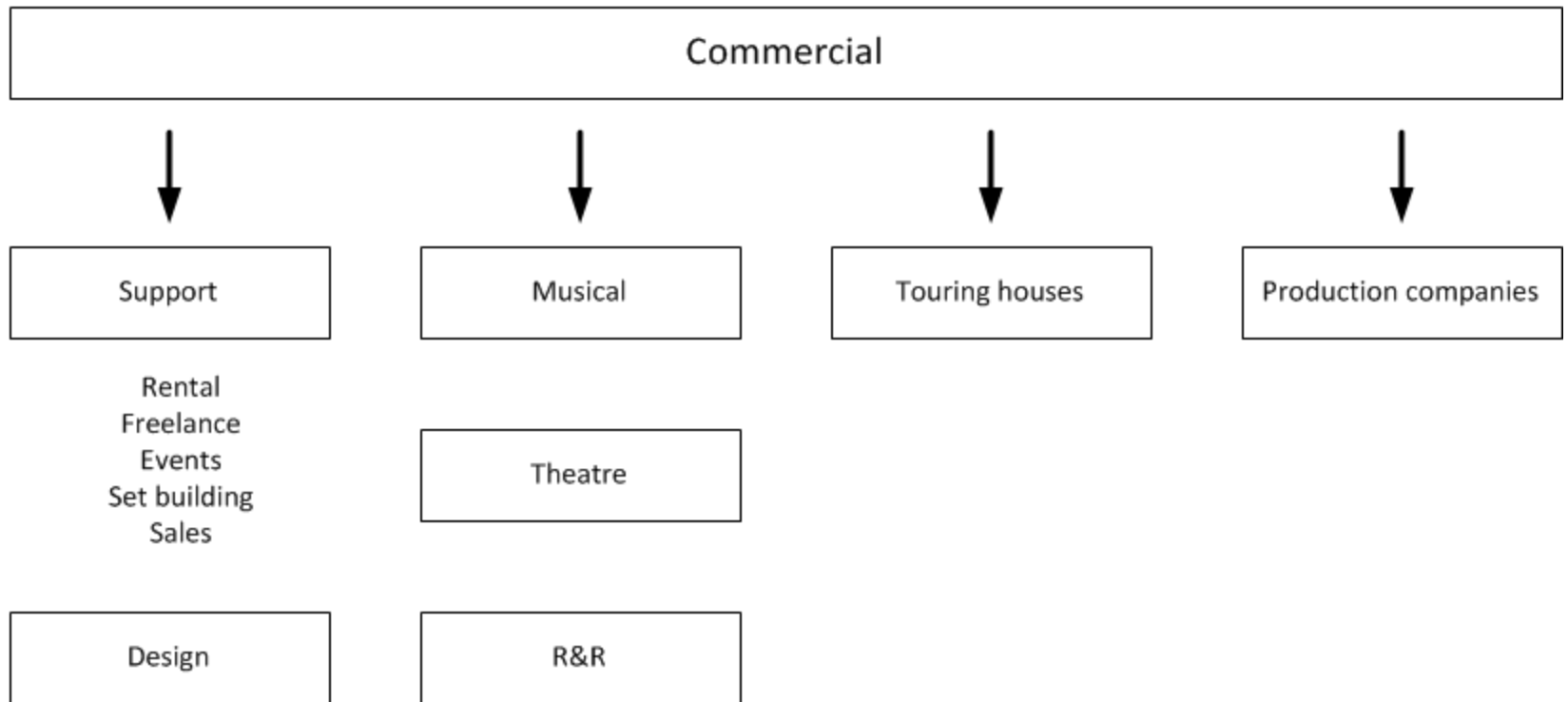
# Structure of the cultural sector

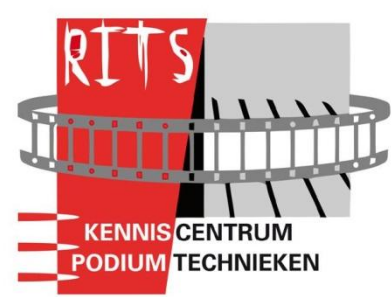
Non commercial





# Structure of the cultural sector





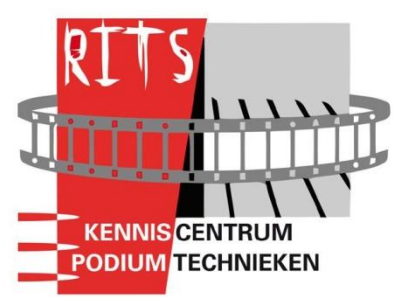
# Some figures

- 279 touring houses, 156 companies, 976 rental and support
- In total 1411 organisations.
- Technicians
  - in cultural centres 1116
  - In rental and support 1950
  - In event 1056
  - Total 5222

(based on research COOP 2013)

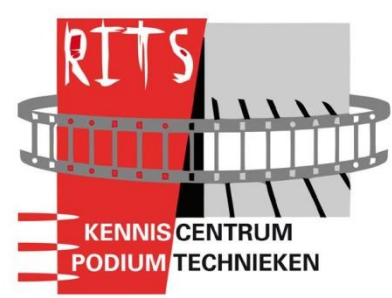
# Functions

- Functions and structure vary depending on
  - Artistic vision of company
  - Size
  - Type of work (touring, house, ...)
  - Needs
- The smaller the company, the higher the responsibility of the technician



# Profiles

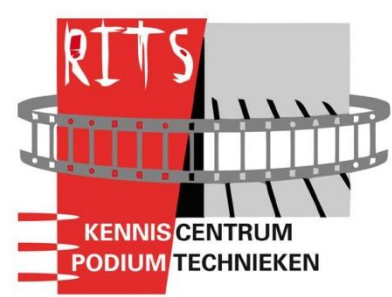
- 4 levels
  - Stage manager (EQF6)
  - Specialist (EQF5)
  - All round technician (EQF4)
  - Assistant (EQF3)



# EQF Level

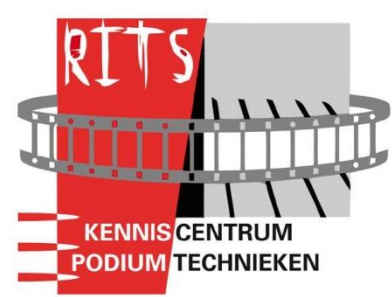
- is based on
  - Level of thinking
  - Level of actions
  - Complexity of context
  - Autonomy
  
  - Not on knowledge, but on “able to do”





# Some notes

- Functions <> jobs
- Collective agreement is based on job content, not level or degree
- Specialist = all round + specialty



# Some notes

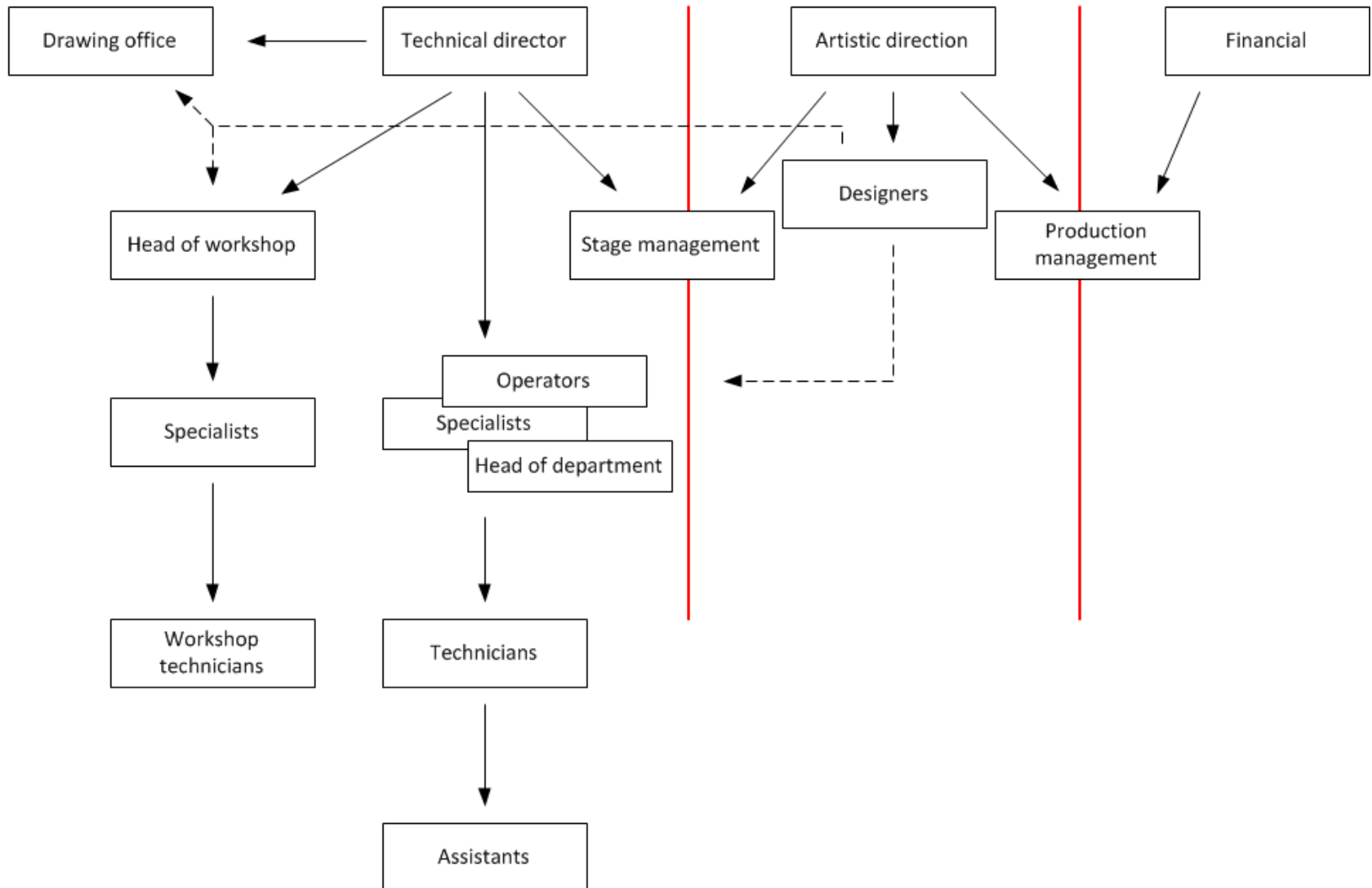
- People swap functions depending needs
- Everyone works in function of the production
- Structure varies, minimum staff + freelance (per day or per production)

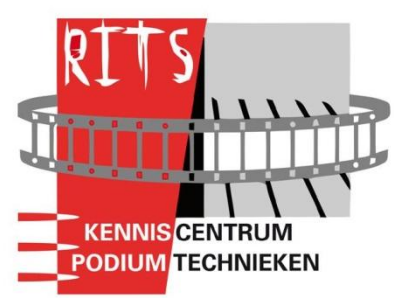
# Some notes

- 98% of employers
  - say they don't need diploma's
  - but they are interested in educated people
  - “we pay for what they are able to do now, not for what they did in the past”
- Attitudes are more important than technical skills
  - Reliability, flexibility, nice to work with

(based on research COOP 2013)

# A possible structure



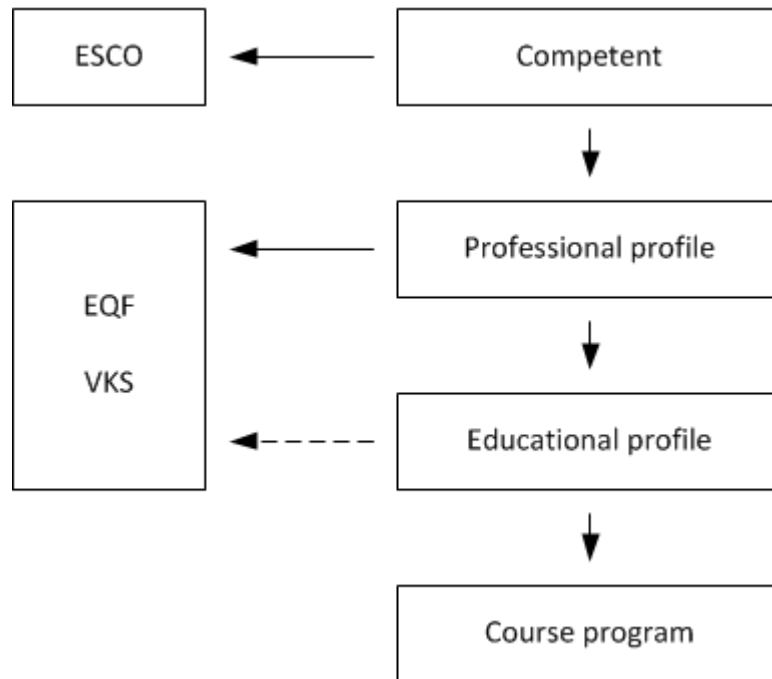


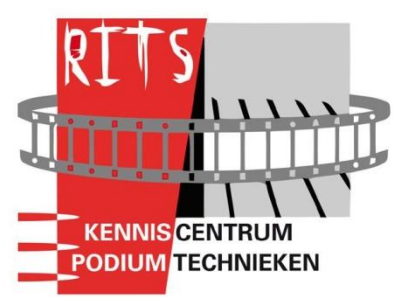
# The big conflict

- No “unity of command”
- Hierarchy vs. Production structure

# Education and training

- Based on profiles within “Competent”



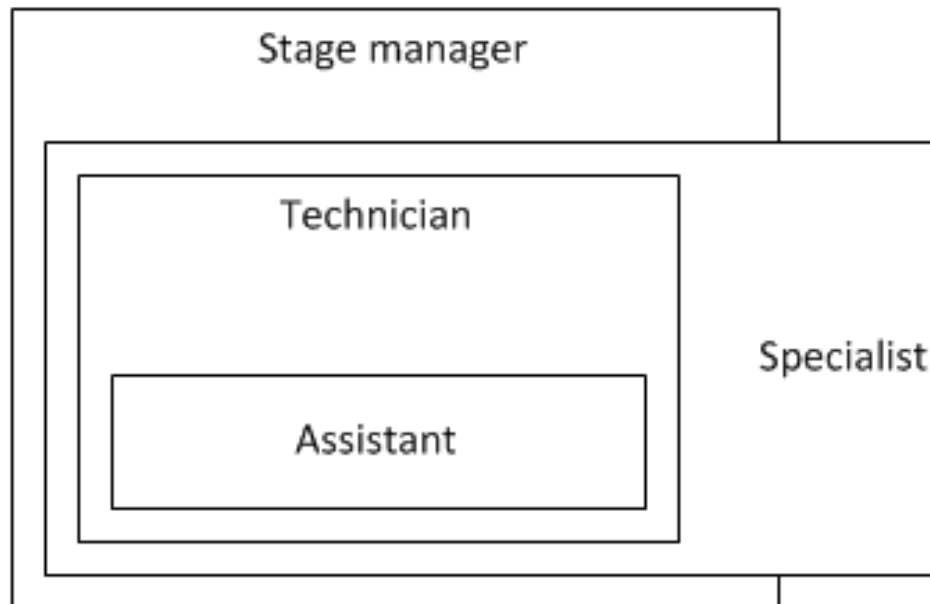


# Profiles

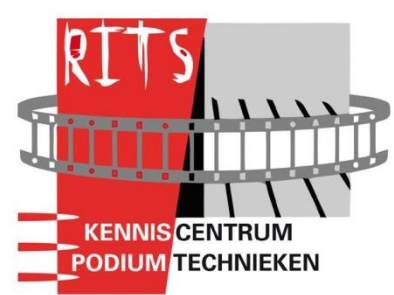
- Based on working group
  - Employers
  - Workers organisations
  - Education
  
- Parallel with TTT-LPT

# Profiles

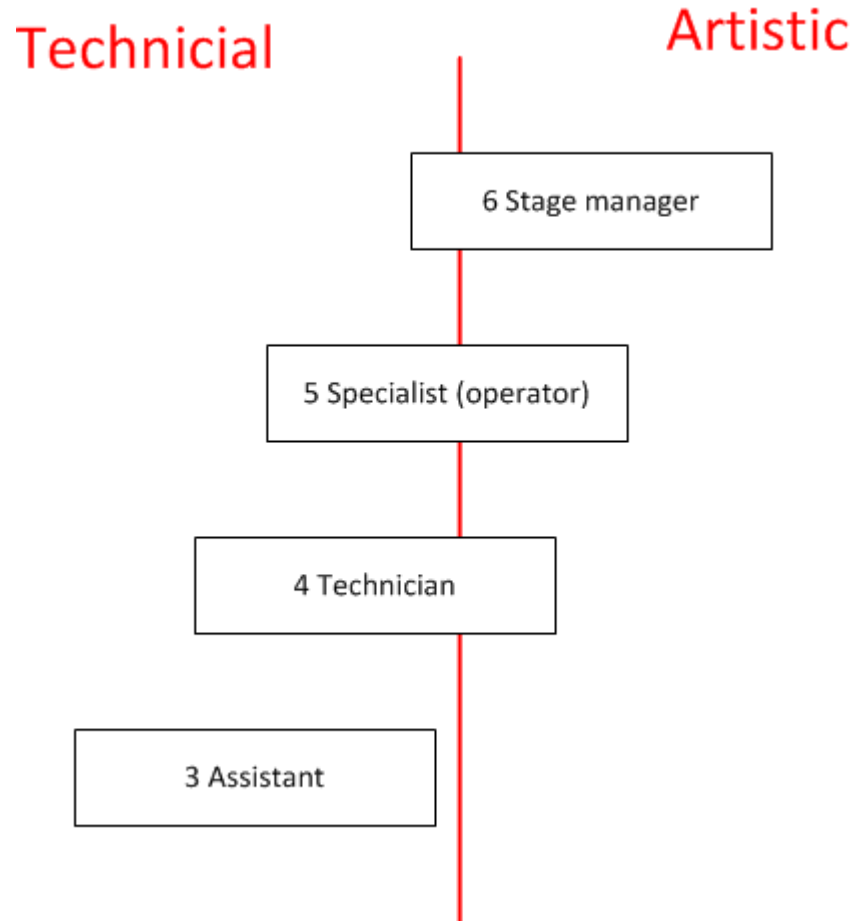
- Stepped profiles

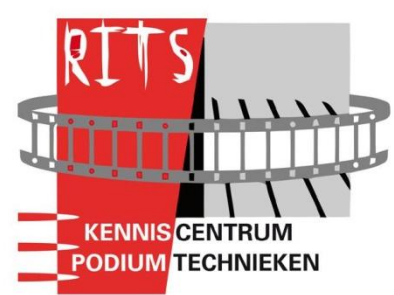






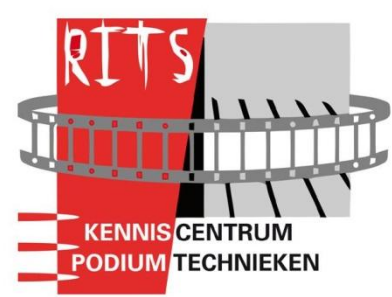
# Artistic level





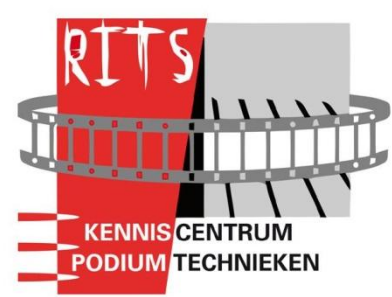
# Overview education and training

Level	Apprentice (Syntra)	Prof. Sec. Educ.	Unemployed (VDAB)	Tech. Sec. Educ.	Training	Higher educ.	In house / Recognition
6						X	X
5					X	(X)	X
4	X		(X)	X	X		X
3	X	X	X	X	X		X
Intro			(language)				



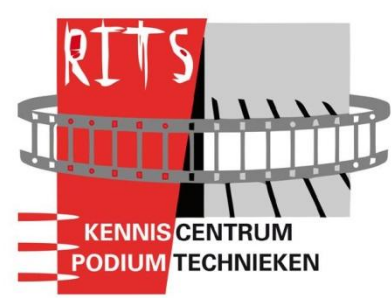
# Content

- Based on profiles
  - + extra's
  - + adaptation to local situation
- Important part practical training
  - From 30% to 80%
  - Inside and outside the school



# RITS

- Run like a theatre company
- Practical :
  - 6 months in companies, etc.
  - 6 months in house practice
  - = half of the program
- Best of both worlds
- Students are younger colleagues



# The program

- Based on competence units
  - Competence, skills = practical work = final evaluation
  - Underpinning knowledge = theory = process (split for practical reasons)
  - Attitudes are included

# Competence units

- Written as smallest common denominator
  - Description of actions
  - Link to Description of underpinning knowledge
  - Link to description of attitudes
- Include level (in EQF)
- Include weight (in credits)

## 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 ones 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:

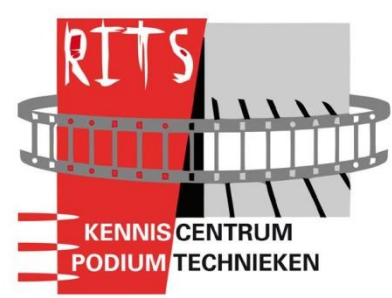
- Sources of information and advice on developments
- Methods for evaluating and testing the suitability
- Practical testing techniques
- Principles of health and safety
- Principles of fire resistance
- Environmental impact

Attitude:

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

Autonomy:

- Responsible for own development



# Competence units

- Reference to
  - source material
  - Legal documents
  - Professional profiles
- Added after TTT-LPT
  - (Cue one Go) self evaluation sentences
  - (REcoEP) health and safety, sustainability & ecology
  - (in progress) link to teaching materials and methodology



competentie **Plannen lezen en begrijpen** vakgebied **Documenteren** fase **Onafhankelijk van het proces** competentie **competentie**

omschrijving **het lezen en begrijpen van grondplannen en doorsnedes in functie van een opdracht** niveau (VKS) **3** weging op VKS niveau

actieve zin **Leest en begrijpt plannen** TBV

criteria **evaluatie** veiligheid Oefeningen

Elementen

ni	element														
1	Plannen lezen en begrijpen														
	<table border="1"> <thead> <tr> <th>ni</th> <th>criterium</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>interpreteert de gebruikte aanzichten, symbolen, lijndiktes, schaal en maatvoering</td> </tr> <tr> <td>3</td> <td>leest het plan in combinatie met de technische documentatie</td> </tr> <tr> <td>4</td> <td>leest het plan in functie van de opdracht</td> </tr> <tr> <td>5</td> <td>berekent de werkelijke grootte op basis van schaal</td> </tr> <tr> <td>6</td> <td>heeft ruimtelijk voorstellingsvermogen</td> </tr> <tr> <td>*</td> <td>5</td> </tr> </tbody> </table>	ni	criterium	1	interpreteert de gebruikte aanzichten, symbolen, lijndiktes, schaal en maatvoering	3	leest het plan in combinatie met de technische documentatie	4	leest het plan in functie van de opdracht	5	berekent de werkelijke grootte op basis van schaal	6	heeft ruimtelijk voorstellingsvermogen	*	5
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5	berekent de werkelijke grootte op basis van schaal														
6	heeft ruimtelijk voorstellingsvermogen														
*	5														
*	1														

Record: 1 van 1 | Geen filter | Zoeken

referentie basisprofielen

basisprofiel	referentie	beginne	opmerking
BCP podiumtechnieken (APT)	2.1.1	<input type="checkbox"/>	
BCP podiumtechnieken (PT)	2.1.1	<input type="checkbox"/>	
BCP podiumtechnieken (TON)	2.1.1	<input type="checkbox"/>	
Vormelec podiumtechnicus	1.	<input type="checkbox"/>	
TTT	00 00 00 02	<input type="checkbox"/>	
*		<input type="checkbox"/>	

Record: 1 van 5 | Geen filter | Zoeken

cluster

Profiel en Cluster	Volgorde
STEPP - Podium APT	
*	

Record: 1 van 1 | Geen filter | Zoeken

Kennis

Documenteren - Basis technisch tekenen
*

attitude

*
---

competentie **Basis technisch tekenen** vakgebied **Documenteren** type **kennis**  
 omschrijving **basis technisch tekenen in functie van podiumtechniek** Opmerking **1 A (3) splitsen?**

criteria **evaluatie** Bronnen Oefeningen

criteria

ni	element
	<b>basisprincipes</b>
ni	criterium
	1 soorten tekeningen (schets, grondplan, doorsnede, detailtekening, ...)
	2 lijnsoorten en diktes
	3 schaal en maatvoering
	4 aslijnen en nulpunt
	5 aanzichten
	6 legende
	7 noodzakelijke vermeldingen
*	5
*	1

Record: 1 van 1 | Geen filter | Zoeken

achterliggend aan volgende competenties

Competentie
Documenteren - Plannen lezen en begrijpen
Documenteren - Plan tekenen
Documenteren - Ruimte of voorstelling documenteren
Décor - Eenvoudige decorstukken en assesoires bouwen
Geluid - Technisch geluidsontwerp gebruiken
Belichting - Technisch lichtplan gebruiken
Podiummechanica - Opstellingsplan maken
Décor - Technisch plan van decor maken
Overleggen en communiceren - Verbale en non-verbale comm
*

Record: 1 van 9 | Geen filter | Zoeken

referentie basisprofielen

basisprofiel	referentie	beginne	opmerking
BCP podiumtechnieken (APT)	3.1	<input type="checkbox"/>	
BCP podiumtechnieken (PT)	3.1	<input type="checkbox"/>	

Record: 1 van 3 | Geen filter | Zoeken

Volgt op kennis unit

kennisunit
*

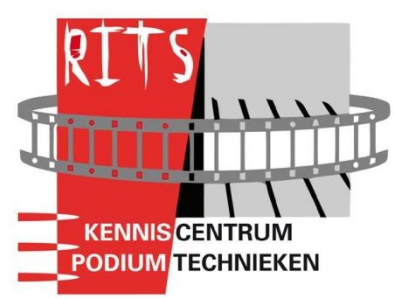
Record: 1 van 1 | Geen filter | Zoeken

Wordt gebruikt in kennis-unit

Keuzelijst6
Geluid - Basis technische geluidsdocumentatie
Décor - Basis constructietekenen
Podiummechanica - Trekkenplan
Belichting - Basis technisch lichtplan

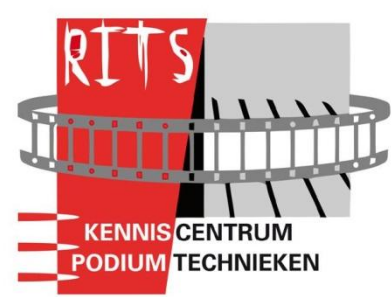
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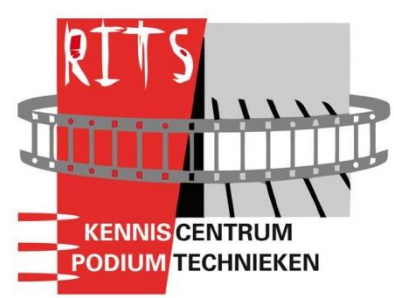
# Blended learning

- Classroom
- Workspace
- Digital learning system
  
- Time independent
- Context independent



# Blended learning

- Follow up and evaluation
  - 3 parties
  - Based on competence units
  - Excel sheet (Limits of off line)
  - [example](#)



Do I want to work with you?