MODULE	ESCO LINK	Field	Field of Competence	Sub-field of Competence	Phase in the process	Level	Enumerator	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods										TRAINING
														Structured Portfolio -S	Structured Portfolio = PACE-VET APP	Observation - Simulated Environment	Observation - On Site	Post Box Exercise	Role Play	Criterion Based Interview	Written Test (Multiple Choice)	Written Test (Open Answers)	Oral Examination	Pitch / Presentation / Gaming	
A	LINK							Assessment						POR	POR	OSE	OOS	PBE	RPL	CBI	TMC	TOA	ORE		
A1	LINK	Assessment	90	20	00	05	11	**Prepare the assessment of prior learning**	Familiarise the candidate with the assessment situation and guide them through the process of assessment of their prior learning.		Familiarise candidates with the assessment situation Guide candidates through the assessment process	Knowledge of the role of assessment in vocational education Knowledge about the purpose of the validation of the competences being assessed Knowledge about the specific assessment processes and methods in TeBeVAT / PACE-VET Knowledge about the needed set-up for the assessment Knowledge about the specific appeals processes in TeBeVAT / PACE-VET	Emotional intelligence Empathy Sense of methodology											Classroom courses about psychological factors around assessment processes and specific assessment process knowledge combined with practical lessons about carrying out assessment processes.
A2	LINK	Assessment	90	20	00	05	12	**Assess candidates**	Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.		Evaluate the candidates' vocational competences, skills and knowledge Use tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure Formulate statements out of the evaluation result	Knowledge about evaluation standards and procedures Knowledge about formulation and formatting of summative statements	Accuracy Sense of methodology											Specific classroom courses about the field of competence, that shall be assessed and assessment strategies in general. Role-play training with prepared cases, in the group of assessors-to-be.
A3	LINK	Assessment	90	20	00	05	13	**Assess prior learning**	Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.		Interchange observations of assessment process with other assessors from the sector Negotiate a common final rating based on their own and the other assessor's observations by aligning different views in scoring and reaching consensus on the candidate's rating	Knowledge about the sectoral scoring criteria Knowledge about strategies of synchronising different performance ratings	Sense of methodology Being realistic											Common understanding of the TeBeVAT / PACE-VET processes as well as assessment situations and methods within the validation system and be able to implement these
A4	LINK	Assessment	90	20	00	05	15	**Show impartiality in an assessment situation**	Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.		Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure Minimise prejudice or bias Facilitate objective and transparent decisions	Knowledge about assessment strategies incorporating objective criteria and methods Knowledge about pre-defined assessment standards and procedures Knowledge about strategies to minimise prejudice or bias Knowledge about strategies to facilitate objective and transparent decisions	Sense of methodology Emotional intelligence											Can be trained in simulated or real life environment with classroom lessons in advance.
A5	LINK	Assessment	70	22	00	05	45	**Assist candidates (clients) with special needs**	Aid candidates (clients) with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.	**ESCO: assist clients with special needs** Aid clients with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.	Recognise candidate's individual special needs Prepare the candidate's surroundings according to relevant guidelines and special standards to facilitate special needs Organise additional support if necessary	Basic knowledge of mental and physical diseases Knowledge about relevant guidelines and special standards Knowledge about processes and solutions to facilitate special needs	Safety awareness Aware of other's behavior Awareness of own behavior Awareness of raised levels of risk Respect for safety warnings and instructions Able to cooperate Able to follow instructions and procedures Patience Emotional intelligence Problem-solving approach											Classroom lesson with theoretical background of mental and physical disabilities and needs of people being disabled. Combined with on-site training in groups of students and / or a disabled person.
A6	LINK	Communication	90	20	00	05	30	**Use questioning techniques for assessment**	Use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.	**ESCO: use questioning techniques for assessment** Use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.	Use different questioning techniques adapted to the type of information to be gathered	Knowledge about questioning techniques in assessment	Sense of methodology Problem-solving approach											Practical classes with guided group trainings and complimentary classroom lessons.
A7	LINK	Assessment	90	20	00	05	80	**Deliberate prior learning assessment results**	Interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.		Interchange observations in the assessment process with other assessors Negotiate a common final rating based on the own and the other assessor's observations Align different views and reach consensus of the candidate's rating	Knowledge about rating criteria Knowledge about strategies of synchronising different performance ratings	Being realistic Sense of methodology											Guided workshop for junior assessors together with senior assessors to exchange experiences.
A8K	LINK	Assessment	KNO2					**Assessment processes**	Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self- assessment are used for varying purposes.	**ESCO: assessment processes** Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self-assessment are used for varying purposes.		Knowledge about various evaluation techniques, theories, and tools Knowledge about different assessment strategies Knowledge about the assessment procedures and methods in TeBeVAT / PACE-VET	Sense of methodology											Online course: video

														Assessment Methods											
MODULE	ESCO LINK	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Enumerator	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Structured Portfolio -S	Structured Portfolio - PACE-VET APP	Observation - Simulated Environment	Observation - On-Site	Post Box Exercise	Role Play	Criterion Based Interview	Written Test (Multiple Choice)	Written Test (Open Answers)	Oral Examination	Pitch / Presentation / Gaming	TRAINING
B		Communication and Feedback												POR	POR	OSE	OOS	PBE	RPL	CBI	TMC	TOA	ORE		
B1	LINK	Communication	50	10	00	05	20	**Listen actively**	Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.	**ESCO: listen actively** Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others, and provide solutions accordingly.	Giving attention to what other people say Keeping conversation etiquette Deriving key points of the conversation	Knowledge about conversation strategies	Sense of methodology Concentration												On-site training or in simulated environment in the group or with external people.
B2	LINK	Communication	50	20	00	05	10	**Have emotional intelligence**	Recognize one's own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.	**ESCO: have emotional intelligence** Recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.	Recognise own and foreign emotions Distinguish between different emotions Recognise the influence of emotions on social environment and interaction	Knowledge about human emotions Basic knowledge about human psychology	Emotional intelligence												Due to that this competence is mainly an attitude, it can only be trained directly on the job. As with every social skill, a combination of classroom lessons about the basics (e.g. psychology) and real-life training in groups under supervision and in the job in supervision is recommended.
B3	LINK	Communication	90	10	00	05	90	**Give constructive feedback**	Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.	**ESCO: give constructive feedback** Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.	Analyse given information under specific points of view Give founded feedback through criticism and praise Communicate in a respectful, clear, and consistent manner	Knowledge about information analysis methodology Knowledge about constructive negotiation	Sense of methodology Empathy												Practical on-site training or training in a simulated environment, best in a project surrounding where a group of trainees have to solve a problem together. In-site feedback loops shall be used for supervised training units.

MODULE	ESCO	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Enumerator	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods											TRAINING
														Structured Portfolio - S	Structured Portfolio + PACE-VET APP	Observation - Simulated Environment	Observation - On Site	Post Box Exercise	Role Play	Criterion Based Interview	Written Test (Multiple Choice)	Written Test (Open Answers)	Oral Examination	Pitch / Presentation / Gaming	
C								Quality & Ethics						POR	POR	OSE	OOS	PBE	RPL	CBI	TMC	TOA	ORE		
C1	LINK	Quality & Ethics	70	58	00	05	10	**Follow ethical code of conduct in assessment situations**	Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates		Obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations	Knowledge about accepted principles of right or wrong Knowledge about ethical standards in assessment situations	Emotional intelligence Sense of methodology											Classroom lessons about ethical standards in combination with practical lessons about carrying out assessments situations.
C2	LINK	Quality & Ethics	70	58	00	05	20	**Apply quality standards to the interaction with candidates**	Follow established procedures which prevent errors in the conception and implementation of an assessment		Apply established procedures to prevent errors in the conception and implementation of an assessment.	Knowledge of established procedures to prevent errors in the conception and implementation of an assessment Knowledge about the quality management methods in TeBeVAT / PACE-VET	Accuracy Quality awareness Sense of methodology											Training in role-plays or in real life situations under supervision.
C3	LINK	Quality & Ethics	90	20	00	05	20	**Monitor assessment**	Monitor the assessment process in the workplace, educational context or in a validation situation NOTE: derived from monitor assessment	**ESCO: monitor assessment** Monitoring the assessment process in the workplace or educational context.	Apply established procedures to prevent errors in the conception and implementation of an assessment.	Knowledge about assessment process structure Knowledge about assessment process guidelines	Accuracy Sense of methodology											Practical training in simulated and real life situations.

														Assessment Methods										
MODULE	ESCO	Field	Field of Competence	Sub-field of Competence	Place in the process	Level	Enumerator	ESCO COMPETENCE TITLE	ESCO DESCRIPTION	COMMENTARY	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Structured Portfolio - S	Structured Portfolio = PACE-VET APP	Observation - Simulated Environment	Observation - On Site	Past Box Excercise	Role Play	Criterion Based Interview	Written Test (Multiple Choice)	Written Test (Open Answers)	Oral Examination	Pitch / Presentation / Gaming	TRAINING
D								Professional Development						POR	POR	OSE	OOS	PBE	RPL	CBI	TMC	TOA	ORE		
D1	LINK	Professional Development	50	30	00	04	10	**Exercise self-reflection**	Effectively, regularly and systematically reflect on own actions, performance, and attitudes, and make necessary adjustments, seeking professional development opportunities to plug knowledge and practice gaps in identified areas.		Exercise self-evaluation of own practice in a consistent, coherent and appropriate way Take and incorporate feedback from stakeholders Plan steps to adapt own practice accordingly	Knowledge about methods and techniques of self-evaluation Knowledge about strategies of taking feedback in a reflective way	Committed to self-development Preparedness for LifeLong-Learning												classroom and practical lessons in communication, giving and taking feedback could be the base for that skill. Due to that is a very personal skill, practical training in this field could support the developing of reflective behaviour but experience and the will to continuously evaluate the own practice is the most important aspect.
D2	LINK	Professional Development	70	11	00	03	20	**Manage personal professional development**	Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about your practice and through contact with peers and stakeholders.	**ESCO: manage personal professional development** Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders. Pursue a cycle of self-improvement and develop credible career plans.	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 of new evolutions in relation to the own function and the organisation	Committed to self-development Open-minded Preparedness for LifeLong-Learning											This is a typical soft skill that develops over a long period of time and can be coached rather than "trained".
D3	LINK	Professional Development	70	11	00	03	40	**Monitor developments in field of expertise**	Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.		Note and recognise chances in one's specific field of expertise	Knowledge about active and passive ways of recognising transformations in specific fields	Committed to self-development Preparedness for LifeLong-Learning Sense of methodology												Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.
D4	LINK	Professional Development	70	15	00	03	10	**Develop professional network**	Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.		Keep up actively with developments in the sector Actively maintain network(s) Involve others in your activities Look for mutual benefits Take part in professional social gatherings and network meetings Adapt communication to the target group	Understands networking techniques Has a general understanding of the sector structure, associations and stakeholders	Open-minded Positive approach												It is important to support the trainees in how to maximize their visits to events or performances.

														Assessment Methods											
MODULE	**ESCO LINK**	**Field**	**Field of Competence**	**Sub-field of Competence**	**Place in the process**	**Level**	**Enumerator**	**ESCO COMPETENCE TITLE**	**ESCO DESCRIPTION**	**COMMENTARY**	**SKILLS**	**KNOWLEDGE**	**AUTONOMY / ATTITUDE**	**Structured Portfolio -S = Supportive**	**Structured Portfolio = PACE-VET APP**	**Observation - Simulated Environment**	**Observation - On Site**	**Post Box Excercise**	**Rôle Play**	**Criterion Based Interview**	**Written Test (Multiple Choice)**	**Written Test (Open Answers)**	**Oral Examination**	**Pitch / Presentation / Gaming**	**TRAINING**
E								**Administration**						**POR**	**POR**	**OSE**	**OOS**	**PBE**	**RPL**	**CBI**	**TMC**	**TOA**	**ORE**		
E1	LINK	Administration	40	00	00	03	10	**Keep personal administration**	File and organise personal administration documents comprehensively.		Establish and maintain a structured system to store Administration documents comprehensively	Knowledge about different file storing systems (analogue and digital)	Accuracy Sense of methodology												Classroom lessons about different file storing systems in combination with training on the most common systems.
E2	LINK	Administration	40	00	00	03	20	**Maintain professional administration**	File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.		Establish and maintain a structured system to store administration documents comprehensively Administer information by filling relevant documents correctly Prepares documents about enterprise-related matters	Knowledge about different file storing systems (analogue and digital) Knowledge about relevant enterprise-related documents and papers Knowledge about documentation guidelines of enterprise-related matters	Accuracy Sense of methodology												Classroom lessons about different file storing systems and business administration in combination with training on the most common systems and documents.
E3	LINK	Administration	90	20	00	05	90	**Document prior learning assessments**	Observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations. Adhere to a pre-defined frame of reference and structure the protocol comprehensible for others. Ensure that pre-defined templates and procedures are clear, comprehensible, and unambiguous.		Use existing templates to protocol answers and information collected Adhere to a pre-defined frame of reference structure the protocol comprehensible for others	Knowledge about common and specific templates to protocol answers and information collected Knowledge about common and specific frames of reference	Accuracy Sense of methodology												Classroom courses creating awareness and methodology for successful monitoring alterations in field of expertise.
E4	LINK	Administration	90	20	00	05	85	**Manage documentation of prior learning assessments**	Agree upon competencies that are to be assessed. Establish the assessment protocol and develop templates to record the assessment decisions. Establish a communication plan. Distribute relevant assessment documents to authorities, candidates (clients), or colleagues according to this plan.	**Documents for the assessments have been prepared by the project partners** **In the future, a certification authority establishes the communication plan and distribution guidelines for documents**	Develop and set-up templates together with relevant stakeholders Prepare the assessment protocol accordingly Provide and distribute relevant documents for the assessment with stakeholders according to a communication plan	Knowledge about general and specific assessment strategy Knowledge about general and organisation-specific document distribution channels and strategies Common understanding of the administrative processes as well as the TeBeVAT / PACE-VET documentation procedures	Able to act on own initiative Accuracy Sense of methodology												Classroom lessons about assessment documentation strategies.

MODULE	ESCO Title	ESCO Description	Skill-ID	SKILLS	Criteria-ID	Criteria	Know-ID	KNOWLEDGE BLOCKS	Criteria-ID	Criteria	AA-ID	AUTONOMY / ATTITUDE	Criteria-ID	DESCRIPTION
Module A: Assessment														
A1	Prepare the assessment of prior learning	Familiarise the candidate with the assessment situation and guide them through the process of assessment of their prior learning.	A1.1	Familiarise candidates with the assessment situation	A1.101	Checks to see if the needed set-up is complete and in order	AK.01	Knowledge of the role of assessment in vocational education	AK.101	Knows the role of assessment in vocational education	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
					A1.102	Welcomes the candidate and makes sure they are at ease							AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior
					A1.103	Explains the assessment process to the candidate	AK.02	Knowledge about the purpose of the validation of the competences being assessed	AK.102	Knows the purpose of the validation of the competences being assessed			AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
					A1.104	Explains the appeals process to the candidate	AK.03	Knowledge about the specific assessment processes and methods in TeBeVAT / PACE-VET	AK.103	Knows the specific TeBeVAT / PACE-VET assessment processes and methods	AA.24	Empathy	AA.241	Can understand or feel what another person is experiencing from within their frame of reference
					A1.105	Explains how the evidence will be gathered (observation / questioning)	AK.04	Knowledge about the needed set-up for the assessment	AK.104	Knows the needed set-up for the assessment (equipment / materials)			AA.242	Communicates an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics
					A1.106	Explains the assessor roles in the assessment	AK.05	Knowledge about the specific appeals processes in TeBeVAT / PACE-VET	AK.105	Knows the specific TeBeVAT / PACE-VET appeals process	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
					A1.107	Explains confidentiality and impartiality of the process to the candidate								
					A1.108	Gives a comprehensive safety briefing								
					A1.109	Explains under what circumstances the assessment might be stopped (safety issues)								
					A1.110	Gives the candidate an opportunity to get acquainted with the assessment space.								
					A1.111	Gives the candidate an opportunity to ask questions related to the specific functioning of the equipment/materials provided								
					A1.112	Checks if the candidate has understood all instructions								
			A1.2	Guide candidates through the assessment process	A1.201	Checks to make sure the candidate is ready for the assessment	AK.06	Knowledge about handling psychological factors (e.g. stress) in assessment situations	AK.106	Knows how to handle psychological factors (e.g. stress) in assessment situations				
A2	Assess candidates	Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.	A2.1	Evaluate the candidates' vocational competences, skills and knowledge	A2.101	Has a command of the assessment method and procedures used	AK.07	Knowledge about evaluation standards and procedures	AK.107	Knows evaluation standards and procedures	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
					A2.102	Acts accordingly in the active or passive assessor roles					AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
					A2.103	Communicates and interacts with the co-assessor as foreseen in the procedure								
					A2.104	Assesses candidates based on objective criteria								
					A2.105	Measures no skills other than those being assessed								
					A2.106	Ensures that the candidate is engaged								
					A2.107	Stops the assessment if necessary								
					A2.108	Waits for the candidate's initiative in the assessment								
			A2.2	Use tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure	A2.201	Follows the prescribed assessment methods and procedures								
					A2.202	Follows the scheduled timeframe for the assessment								
			A2.3	Formulate statements out of the evaluation result	A2.301	Takes notes during the assessment	AK.08	Knowledge about formulation and formatting of summative statements	AK.108	Knows how to formulate and format summative statements				
					A2.302	Formulates and formats summative statements based on the evaluation								
A3	Evaluate prior learning	Evaluate the candidates' vocational competences, skills and knowledge through tests, interviews, simulations, and evidence of prior learning according to a pre-defined standard or procedure. Formulate summative statements of the displayed competences in comparison to set expectations.	A3.1	Interchange observations in the assessment process with other assessors from the sector	A3.101	Communicates and interacts with the co-assessor regarding observations made in the assessment process	AK.08	Knowledge about formulation and formatting of summative statements	AK.108	Knows how to formulate and format summative statements	AA.17	Being realistic	AA.171	Has a sensible and practical idea of what can be achieved or expected
			A3.2	Negotiate a common final rating based on their own and the other assessor's observations by aligning different views in scoring and reaching consensus on the candidate's rating	A3.201	Checks the portfolio to see if the candidate has the necessary training and/or experience	AK.09	Knowledge about Recognition of Prior Learning	AK.109	Knows about Recognition of Prior Learning			AA.172	Has a clear vision about their goals and is attentive to opportunities
					A3.202	Compares the pieces of evidence with the criteria in the standard	AK.10	Knowledge about evaluation standards and procedures	AK.110	Knows evaluation standards and procedures	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
					A3.203	Synthesises which competences from the standard have and have not been demonstrated	AK.11	Knowledge about the sectoral scoring criteria	AK.111	Knows the local sectoral scoring criteria				
					A3.204	Communicates and interacts with the co-assessor to negotiate a final rating by aligning different views in scoring and reaching a consensus	AK.12	Knowledge about strategies of synchronising different performance ratings	AK.112	Knows strategies of synchronising different performance ratings				
A4	Show impartiality in an assessment situation	Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure, taking into account prejudice or bias, to make or facilitate objective and transparent decisions.	A4.1	Assess candidates based on objective criteria and methods according to a pre-defined standard or procedure	A4.101	Is able to assess candidates based on objective criteria and methods according to the pre-defined standards and procedures	AK.13	Knowledge about assessment strategies incorporating objective criteria and methods	AK.111	Knows assessment strategies incorporating objective criteria and methods	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
			A4.2	Minimise prejudice or bias	A4.201	Recognises forms of prejudice and bias in assessment	AK.14	Knowledge about pre-defined assessment standards and procedures	AK.112	Knows pre-defined assessment standards and procedures			AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior
					A4.202	Takes prejudice and bias into account	AK.15	Knowledge about strategies to minimise prejudice or bias	AK.113	Knows strategies to minimise prejudice or bias			AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
			A4.3	Facilitate objective and transparent decisions	A4.301	Facilitates objective and transparent decisions	AK.16	Knowledge about strategies to facilitate objective and transparent decisions	AK.114	Knows strategies to facilitate objective and transparent decisions	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
A5	Assist candidates (clients) with special needs	Aid candidates (clients) with special needs following relevant guidelines and special standards. Recognise their needs and accurately respond to them if needed.	A5.1	Recognise candidate's individual special needs	A5.101	Recognises candidate's individual special needs	AK.15	Basic knowledge of mental and physical diseases	AK.115	Has a basic knowledge of mental and physical diseases	AA.02	Able to follow instructions and procedures	AA.021	Follows instructions and procedures
			A5.2	Prepare the candidate's surroundings according to relevant guidelines and special standards to facilitate special needs	A5.201	Utilises processes and solutions to facilitate special needs	AK.16	Knowledge about relevant guidelines and special standards regarding special needs	AK.116	Knows relevant guidelines and special standards regarding special needs	AA.09	Aware of other's behaviour	AA.091	Is aware of other's behaviour
					A5.202	Prepares the candidate's surrounding according to relevant guidelines and special standards to facilitate special needs	AK.17	Knowledge about processes and solutions to facilitate special needs	AK.117	Knows processes and solutions to facilitate special needs	AA.13	Awareness of own behaviour	AA.131	Is aware of ones own behaviour
			A5.3	Organise additional support if necessary	A5.301	Organises additional support if necessary					AA.14	Awareness of raised levels of risk	AA.141	Is aware of raised levels of risk
											AA.20	Cooperates	AA.201	Acts or works together for a shared purpose
											AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
													AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior
													AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
											AA.31	Patience	AA.311	Willing to wait if necessary, constant in pursuit or exertion, calmly diligent
											AA.34	Problem-solving approach	AA.341	Understands the problems they face and develop optimal solutions
											AA.36	Respect for safety warnings and instructions	AA.361	Respects safety warnings and instructions
											AA.42	Safety awareness	AA.421	Is aware of, and can identify risks and safety considerations
A6	Use questioning techniques for assessment	Use different questioning techniques such as semi-structured interviews, open and closed questions, or STARR interviews, adapted to the type of information to be gathered.	A6.1	Use different questioning techniques adapted to the type of information to be gathered	A6.101	Recognises and uses the proper questioning techniques	AK.18	Knowledge about questioning techniques in assessment	AK.118	Knows questioning techniques used in assessment	AA.34	Problem-solving approach	AA.341	Understands the problems they face and develop optimal solutions
					A6.102	Creates space in the interview to note observations/statements made by the candidate					AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
			A6.2	Gather information in accordance with procedures	A6.201	Links the candidate's statements to the assessment criteria								
					A6.202	Summarises the interview and leaves room for additions by the candidate								
A7	Deliberate prior learning assessment results	Interchange observations and negotiate a final rating with other assessors. Align different views and reach consensus on the performance of the candidate.	A7.1	Interchange observations in the assessment process with other assessors	A7.101	Interprets and evaluates with the co-assessor the observations made in the assessment process	AK.19	Knowledge about rating criteria	AK.119	Knows rating criteria	AA.17	Being realistic	AA.171	Has a sensible and practical idea of what can be achieved or expected
					A7.102	Deliberate with the co-assessor a final rating by aligning different views in scoring								
			A7.2	Negotiate a common final rating based on the own and the other assessor's observations	A7.201	Reaches a consensus with the co-assessor for the evaluation	AK.20	Knowledge about strategies of synchronising different performance ratings	AK.120	Knows strategies of synchronising different performance ratings	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
					A7.202	Formulates and formats summative statements based on the evaluation								
					A7.203	Documents and motivates the assessment results								
A8K	Assessment processes	Various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees. Different assessment strategies such as initial, formative, summative and self-assessment are used for varying purposes.					AK.21	Knowledge about various evaluation techniques, theories, and tools	AK.121	Knows various evaluation techniques, theories, and tools	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
							AK.22	Knowledge about different assessment strategies	AK.122	Knows different assessment strategies				
							AK.23	Knowledge about the assessment procedures and methods	AK.123	Knows the assessment procedures and methods in TeBeVAT / PACE-VET				

Module B: Communication and Feedback														
B1	Listen actively	Give attention to what other people say, patiently understand points being made, asking questions as appropriate, and not interrupting at inappropriate times; able to listen carefully the needs of customers, clients, passengers, service users or others and provide solutions accordingly.	B1.1	Giving attention to what other people say	B1.101	Gives attention to what other people say	BK.01	Knowledge about conversation strategies	BK.101	Knows about conversation strategies	AA.19	Concentration	AA.191	Directs attention to a single subject
			B1.2	Keeping conversation etiquette	B1.102	Keeps conversation etiquette								
			B1.3	Deriving key points of the conversation	B1.103	Derives key points of the conversation								
			B1.4	Seek confirmation through reflective listening	B1.104	Seeks confirmation through reflective listening								
B2	Have emotional intelligence	Recognize one's own and other people's emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.	B2.1	Recognize own and foreign emotions	B2.101	Recognizes own and foreign emotions	BK.02	Knowledge about human emotions	BK.102	Knows about human emotions	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
			B2.2	Distinguish between different emotions	B2.102	Distinguishes between different emotions	BK.03	Basic knowledge about human psychology	BK.103	Knows about human psychology			AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behaviour
			B2.3	Recognise the influence of emotions on social environment and interaction	B2.103	Recognises the influence of emotions on social environment and interaction							AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
B3	Give constructive feedback	Provide founded feedback through both criticism and praise in a respectful, clear, and consistent manner. Highlight achievements as well as mistakes and set up methods of formative assessment to evaluate work.	B3.1	Analyse given information under specific points of view	B3.101	Analyses given information under specific points of view	BK.04	Knowledge about information analysis methodology	BK.104	Knows about information analysis methodology	AA.24	Empathy	AA.241	Can understand or feel what another person is experiencing from within their frame of reference
			B3.2	Give founded feedback through criticism and praise	B3.102	Gives founded feedback through criticism and praise	BK.05	Knowledge about constructive negotiation	BK.105	Knows about constructive negotiation			AA.242	Communicates an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics
			B3.3	Communicate in a respectful, clear, and consistent manner	B3.103	Communicates in a respectful, clear, and consistent manner					AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
Module C: Quality and Ethics														
C1	Follow ethical code of conduct in assessment situations	Carry out interviews, tests, simulations and assessment of evidence of prior learning according to accepted principles of right or wrong, including fairness, transparency, objectivity, safety, privacy and impartiality in assessment practices and conduct towards candidates	C1.1	Obey and apply accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations	C1.101	Obeys and applies accepted principles of right or wrong (e.g. fairness, transparency, objectivity, safety, privacy and impartiality) in assessment situations	CK.01	Knowledge about accepted principles of right or wrong	CK.101	Knows about accepted principles of right or wrong	AA.23	Emotional intelligence	AA.231	Has the ability to perceive, use, understand, manage, and handle emotions
			C1.2	Adhere to General Data Protection Regulation (GDPR) and specific local and sector specific rules/guidelines	C1.102	Adheres to General Data Protection Regulation (GDPR) and specific local and sector specific rules/guidelines	CK.02	Knowledge about ethical standards in assessment situations	CK.102	Knows about ethical standards in assessment situations			AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behaviour
													AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
C2	Apply quality standards to the interaction with candidates	Follow established procedures which prevent errors in the conception and implementation of an assessment	C2.1	Apply established procedures to prevent errors in the conception and implementation of an assessment	C2.101	Applies established procedures to prevent errors in the conception and implementation of an assessment	CK.03	Knowledge of established procedures to prevent errors in the conception and implementation of an assessment	CK.201	Knows and applies established procedures to prevent errors in the conception and implementation of an assessment	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
							CK.04	Knowledge about the quality management methods	CK.202	Knows about the quality management methods	AA.35	Quality Awareness	AA.351	Understands the fundamental principles and concepts of continuous improvement
													AA.352	Knows how to improve processes and break down functional barriers
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
C3	Monitor assessment	Monitor the assessment process in the workplace, educational context or in validation situation	C2.1	Apply established procedures to prevent errors in the conception and implementation of an assessment.	C2.101	Applies established procedures to prevent errors in the conception and implementation of an assessment	CK.05	Knowledge about assessment process structure	CK.301	Knows about assessment process structure	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
							CK.06	Knowledge about assessment process guidelines	CK.302	Knows about assessment process guidelines	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
Module D: Professional Development														
D1	Exercise self-reflection	Effectively, regularly and systematically reflect on own actions, performance, and attitudes, and make necessary adjustments, seeking professional development opportunities to plug knowledge and practice gaps in identified areas.	D1.1	Exercise self-evaluation of own practice in a consistent, coherent and appropriate way	D1.101	Exercises self-evaluation of own practice in a consistent, coherent and appropriate way	DK.01	Knowledge about methods and techniques of self-evaluation	DK.101	Knows about methods and techniques of self-evaluation	AA.18	Committed to self-development	AA.181	Has a clear vision about their goals and is attentive to opportunities
			D1.2	Take and incorporate feedback from stakeholders	D1.102	Takes and incorporates feedback from stakeholders	DK.02	Knowledge about strategies of taking feedback in a reflective way	DK.102	Knows about strategies of taking feedback in a reflective way			AA.202	Is aware for the need to continue improving professionally
			D1.3	Plan steps to adapt own practice accordingly	D1.103	Plans steps to adapt own practice accordingly					AA.33	Preparedness for LifeLong-Learning	AA.331	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons
D2	Manage personal professional development	Take responsibility for lifelong learning and continuous professional development. Engage in learning to support and update professional competence. Identify priority areas for professional development based on reflection about your practice and through contact with peers and stakeholders.	D2.1	Inform oneself about new evolutions in relation to the own function	D2.101	Informs oneself about new evolutions in relation to the own function	DK.03	Knowledge of new evolutions in relation to the own function and the organisation	DK.103	Knows new evolutions in relation to the own function and the organisation	AA.18	Committed to self-development	AA.181	Has a clear vision about their goals and is attentive to opportunities
			D2.2	Identify personal development needs against the needs of the organisation and the current work activities	D2.102	Identifies personal development needs against the needs of the organisation and the current work activities							AA.182	Is aware for the need to continue improving professionally
			D2.3	Identify personal development needs against personal goals	D2.103	Identifies personal development needs against personal goals					AA.30	Open-mindedness	AA.301	Is receptive to new ideas and inclined to seriously consider alternative viewpoints
			D2.4	Get and use feedback from others on personal performance to identify personal development needs	D2.104	Gets and uses feedback from others on personal performance to identify personal development needs					AA.33	Preparedness for LifeLong-Learning	AA.331	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons
D3	Monitor developments in field of expertise	Keep up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation.	D3.1	Note and recognise chances in one's specific field of expertise	D3.101	Notes and recognises chances in one's specific field of expertise	DK.04	Knowledge about active and passive ways of recognising transformations in specific fields	DK.104	Knows about active and passive ways of recognising transformations in specific fields	AA.18	Committed to self-development	AA.181	Has a clear vision about their goals and is attentive to opportunities
											AA.33	Preparedness for LifeLong-Learning	AA.331	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
D4	Develop professional network	Reach out to and meet up with people in a professional context. Find common ground and use your contacts for mutual benefit. Keep track of the people in your personal professional network and stay up to date on their activities.	D4.1	Keep up actively with developments in the sector	D4.101	Keeps up actively with developments in the sector	DK.05	Understands networking techniques	DK.105	Understands networking techniques	AA.30	Open-mindedness	AA.301	Is receptive to new ideas and inclined to seriously consider alternative viewpoints
			D4.2	Actively maintain network(s)	D4.102	Actively maintains network(s)	DK.06	Has a general understanding of the sector structure, associations and stakeholders	DK.106	Has a general understanding of the sector structure, associations and stakeholders	AA.32	Positive approach	AA.321	Approaches even difficult situations with a positive outlook and focuses on what can be achieved
			D4.3	Involve others in your activities	D4.103	Involves others in your activities								
			D4.4	Look for mutual benefits	D4.104	Looks for mutual benefits								
			D4.5	Take part in professional social gatherings and network meetings	D4.105	Takes part in professional social gatherings and network meetings								
			D4.6	Adapt communication to the target group	D4.106	Adapts communication to the target group								
E1	Keep personal administration	File and organise personal administration documents comprehensively.	E1.1	Establish and maintain a structured system to store administration documents comprehensively	E1.101	Establishes and maintains a structured system to store administration documents comprehensively	EK.01	Knowledge about different file storing systems (analogue and digital)	EK.101	Knows about different file storing systems (analog and digital)	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
											AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
E2	Maintain professional administration	File and organise professional administration documents comprehensively, keep customer records, fill in forms or log books and prepare documents about company-related matter.	E1.1	Establish and maintain a structured system to store administration documents comprehensively	E1.101	Establishes and maintains a structured system to store administration documents comprehensively	EK.01	Knowledge about different file storing systems (analogue and digital)	EK.101	Knows about different file storing systems (analog and digital)	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
			E2.1	Administer information by filling relevant documents correctly	E2.101	Administers information by filling relevant documents correctly	EK.02	Knowledge about relevant organisation-related documents and papers	EK.102	Knows about relevant organisation-related documents and papers	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
			E2.2	Prepare documents about organisation-related matters	E2.102	Prepares documents about organisation-related matters	EK.03	Knowledge about documentation guidelines of organisation-related matters	EK.103	Knows about documentation guidelines of organisation-related matters				
E3	Document prior learning assessments	Observe a performance and use existing templates to protocol answers and information collected during tests, interviews, or simulations. Adhere to a pre-defined frame of reference and structure the protocol comprehensible for others. Ensure that pre-defined templates and procedures are clear, comprehensible, and unambiguous.	E3.1	Use existing templates to protocol answers and information collected	E3.101	Uses existing templates to protocol answers and information collected	EK.04	Knowledge about common and specific templates to protocol answers and information collected	EK.104	Knows about common and specific templates to protocol answers and information collected	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
			E3.2	Adhere to a pre-defined frame of reference structure the protocol comprehensible for others	E3.102	Adheres to a pre-defined frame of reference structure the protocol comprehensible for others	EK.05	Knowledge about common and specific frames of reference	EK.105	Knows about common and specific frames of reference	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals
E4	Manage documentation of prior learning assessments	Agree upon competencies that are to be assessed. Establish the assessment protocol and develop templates to record the assessment decisions. Establish a communication plan. Distribute relevant assessment documents to authorities, candidates (clients), or colleagues according to this plan.	E4.1	Develop and set-up templates together with relevant stakeholders	E4.101	Develops and set-ups templates together with relevant stakeholders	EK.06	Knowledge about general and specific assessment strategy	EK.106	Knows about general and specific assessment strategy	AA.03	Acts on own initiative	AA.031	Recognizes actions needed without being prompted by others
													AA.032	Decides to be engaged without being prompted by others
			E4.2	Prepare the assessment protocol accordingly	E4.102	Prepares the assessment protocol accordingly	EK.07	Knowledge about general and organisation-specific document distribution channels and strategies	EK.107	Knows about general and organisation-specific document distribution channels and strategies	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
			E4.3	Provide and distribute relevant documents for the assessment with stakeholders according to a communication plan	E4.103	Provides and distributes relevant documents for the assessment with stakeholders according to a communication plan	EK.08	Common understanding of the administrative processes as well as the documentation procedures	EK.108	Has a common understanding of the administrative processes as well as the documentation procedures	AA.44	Sense of methodology	AA.441	Uses methods for structured procedures to achieve certain goals

Co-funded by
the European Union

Assessment Procedure PACE-VET Assessor Certificate

Assignment 2
assessors interview

Method
criterion-based interview
or
STARR interview method

Documents
Test documentation of the assessment method 'criterion-based interview'
Video of the assessment method 'criterion-based interview'
Overview document competences to be assessed

Equipment
pen and paper
two table - four chairs

Consumables
None

Space
quiet space for 6 people

Course of the assessment
The candidate assessor has read the assessment documentation in advance.
The candidate assessor takes the lead in the interview by explaining the procedure to the interviewed
The candidate assessor starts the interview

Timing
The actual interview takes 15 minutes

Directions for the candidate
The candidate can, if he thinks it is necessary, request physical assistance from the assessor.
The candidate cannot ask questions during the interview
The candidate may, if he wishes, give further explanation after conducting the whole assessment.

Directions for the assessors

The assessors observe the assessment, without comment.
The assessors can ask the candidate additional information about the operations carried out, after the completion of the assessments.
Assessors give no indication of the results during or after the assessment.
The active assessor acts as a collegue, but doesn't take any initiative.
The active assessor only acts on requests of the candidate and does not offer help
The active assessor communicates like a normal colleague.

Co-funded by the European Union

Attention points PACE-VET Criterion-Based Interview

Starting time:

End Time:

	Nt Observed	Observed	
Communication = observing the interviewer			
· explains STARR method and criterion-based interview	☐	☐	**9.01**
· asks open questions	☐	☐	**9.01**
· asks further in depth about a situation	☐	☐	**9.01**
· summarizes the answers of the interviewed	☐	☐	**9.01**
· asks for confirmation if answers are understood correctly	☐	☐	**9.01**
· observes the candidates non-verbal communication	☐	☐	**9.01**
· has an open attitude	☐	☐	**9.01**
Professional development = observing the interviewed			
· has regular evaluation or intervision meetings with colleagues and managers	☐	☐	**12.01**
· asks feedback to clients and coworkers (360 feedback)	☐	☐	**12.01**
· follows trainings	☐	☐	**13.02**
· makes a personal development plan (for life long learning)	☐	☐	**13.01**
· informs himself/herself on new developments in the working field	☐	☐	**13.03 / 14.01**
· engages in activities as symposia, network meetings, lecturers, fairs , etc.	☐	☐	**15.01 / 15.02**
· is member of a professional association	☐	☐	**15.03**
Administration = observing the interviewed			
· uses safe (digital) techniques for storing personal and professional	☐	☐	**16.01 / 17.01**
· files and organizes on a regular basis and in a coherent way	☐	☐	**16.01 / 17.01**
· makes regular back ups of personal and professional computer devices	☐	☐	**16.01 / 17.01**
· takes GDPR rules into account while storing documents	☐	☐	**16.01 / 17.01**
· uses a log book or excel sheet for administering all essential activities	☐	☐	**17.02 / 17.03 / 17.04**
· uses the guidelines of the employer or client for setting up assessment for prior learning	☐	☐	**20.01 / 20.02**
· uses the formal rules and guidelines for setting up assessment for prior learning	☐	☐	**20.01 / 20.02**
· communicates with all the stakeholders on relevant documents for the assessment according to the policy of the organization or government	☐	☐	**20.03 / 20.04**
Knowledge = observing the interviewed			
· summarizes the different assessment methods regularly used during working as assessor	☐	☐	**21.01**
· presents the different assessment methods to a (group of) candidate(s)	☐	☐	**21.01**
· explains how to use these methods in an assessment environment	☐	☐	**21.01**
· creates the right assessment conditions for each method	☐	☐	**21.01**

Overview measured competences criterion based interview

Co-funded by the European Union

Communication and Feedback

90 20 00 05 30 – Use questioning techniques for assessment		
9.01	Uses different questioning techniques adapted to the type of information to be gathered	X

Professional Development

50 30 00 04 10 - Reflect on practice - exercise self-reflection		
12.01	Reflects effectively, regularly and systematically on own actions, performance, and attitudes	X
12.02	Makes necessary adjustments	X
12.03	Seeks professional development opportunities to plug knowledge and practice gaps in identified areas	X

70 11 00 03 20 - Manage personal professional development		
13.01	Takes responsibility for lifelong learning and continuous professional development.	X
13.02	Engages in learning to support and update professional competence	X
13.03	Identifies priority areas for professional development based on reflection about own practice and through contact with peers and stakeholders	X

70 11 00 03 40 - Monitor developments in field of expertise		
14.1	Keeps up with new research, regulations, and other significant changes, labour market related or otherwise, occurring within the field of specialisation	X

70 15 00 03 10 - Develop professional network		
15.01	Reaches out to and meet up with people in a professional context.	X
15.02	Finds common ground and use your contacts for mutual benefit	X
15.03	Keeps track of the people in your personal professional network and stay up to date on their activities	X

Administration

40 00 00 03 10 - Keep personal administration		
16.01	Files and organises personal administration documents comprehensively	X

40 00 00 03 20 - Maintain professional administration		
17.01	Files and organises professional administration documents comprehensively	X
17.02	Keeps customer records	X
17.03	Fills in forms or log books	X
17.04	Prepare documents about company-related matter	X

90 20 00 05 85 - Manage documentation of prior learning assessments		
20.01	Agrees upon competences that are to be assessed	x
20.02	Establishes the assessment protocol and develop templates to record the assessment decisions	X
20.03	Establish a communication plan	x
20.04	Distribute relevant assessment documents to authorities, clients, or colleagues according to this plan.	X

Knowledge

KN002 - Knowledge		
21.01	Knows various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees	X

Co-funded by the European Union

Result Assessment PACE-VET Assessor Certificate
(return document to assessment centre)

The candidate: _____ Assessed at: _____

☐ Masters all competences and passed the test

☐ Did not pass the test

Has shown to master the competences of the asignments below

☐ Use questioning techniques for assessment
☐ Reflect on practice
☐ Manage personal professional development
☐ Monitor developments in field of expertise
☐ Develop professional network
☐ Keep personal administration
☐ Maintain professional administration
☐ Manage documentation of prior learning assessments
☐ Knowledge of assessment processes

☐ Learning advise

Remarks / attention points

Assessor 1 (name and signature)

Assessor 2 (name and signature)

Questions Pace-VET assessment criterion based interview

QUESTIONS CRITERION-BASED INTERVIEW ASSESSOR COMPETENCES

Professional development

1. What kind of professional development opportunities do you seek?
(For example: attending symposia, lectures, network meetings during fairs or member meetings of professional associations)
2. What kind of training do you follow?
(For example: attending workshops on new devices, techniques, working methods or regulations in the sector)
3. What kind of reflection moments do you have at work?
(For example: weekly working meetings, regular evaluation and feedback sessions or intervision sessions with colleagues, managers or clients)
4. What is your ambition in terms of your personal development and training for the (near) future)?
(For example: do you make a personal development plan, discuss this with your manager, do you have want future job promotion or change jobs)

Administration

1. How do you organize your personal and professional administration?
(For example: which digital storing method do you use, how regular do you make back-ups, where do you store your back ups?)
2. How do you document and archive your files safely in regard of GPDR rules?
(For example: what are the guidelines of your employer/contractor in terms of administration, storing, communication and GPDR?)
3. How do you keep track of your professional activities?
(For example: do you use a logbook or excel sheet to keep track of your activities?)
4. How do you communicate about assessments, protocols and results?
(For example: is there generic information for each candidate? Or is the info custom made?)

Knowledge

1. What are the different assessment methods you know?
(For example: based on the most commonly used methods in your work as assessor)
2. How would you explain them to candidates/students?
(For example: is there a fixed protocol for each candidate alike, or is this done custom made?)
3. What are the assessment conditions you create for each method you regularly use?
(For example: what is the set up for a simulated environment, role play, criterion-based interview?)

Reminder: what the STARR Method stands for

- situation - the situation you had to deal with
- task - the task you were given to do
- action - the action you took
- result - what happened as a result of your action
- reflection – what did you learn of the experience

EXTRA info Pace-VET criterion based interview

1. STARR METHOD

What STARR stands for

- situation - the situation you had to deal with
- task - the task you were given to do
- action - the action you took
- result - what happened as a result of your action
- reflection – what did you learn of the experience

Attention points:

-It's very important to keep using open questions and not to give any judgement or evaluation during the interview. Just keep on listening.

-Active listening is also been done by an open attitude of you: sitting straight up, not having your arms crossed, making eye contact, et cetera.

-Furthermore, it's important to regularly summarize and ask confirmation of what is said during the interview.

-It's also important to keep on asking for details. What was exactly the situation? What was the context? Who was there?

2. PLAN AND STRUCTURE THE INTERVIEW

Plan - Planning will increase your ability to make an effective evaluation and ensure a fair and equitable interview process for all candidates.

Allow equal time – Each interview should allow equal and sufficient time.

Maintain similar structure – follow the same routine for each candidate and ask the same core questions for each candidate.

Develop questions in advance – When designing interview questions, test them prior to the interview to make sure they are easily understood and elicit the information you are seeking, and make necessary adjustments prior to the interview.

Prioritise and develop weight by question – decide in advance what, if any criteria or questions are more important than others, and agree on an assessment and weighting system to be used.

3. ASK THE RIGHT QUESTIONS

Use a set of core questions – Although there is no legal or legislative requirement to ask a set of defined questions, in criterion-based interviews, fairness and consistency in questioning are paramount. Define early a set of standard or core questions based around the selection criteria to ask all candidates.

Ask different questions as required – It is fair to ask every candidate the same set of core questions, as everyone then has an equal chance, and it makes comparison easier. However, it is also necessary to ask different questions to seek verification, clarification or further information in deciding between candidates. Not doing so would make it hard for you to properly assess merit.

Be consistent – As much as possible, the main questions should be asked in the same way for each candidate. This gives you a fair basis for comparing responses of different applicants. It's ok to repeat or rephrase a question if necessary, or to ask follow-up questions to help the panel clarify the applicant's response.

Ask behavioural and hypothetical scenario questions – Rather than the standard open questions, a combination of behaviour-based questions and hypothetical scenario questions can be a powerful formula for eliciting information. With research suggesting past behaviour is one of the best predictors of future performance, the behavioural based questions are an important part of the criterion-based interview. Candidates are asked to recall past experience and describe their behaviour according to the situation it occurred in, how they managed and responded to the situation and the outcome. For example:

- Tell me about a situation where you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa)?

Hypothetical scenario questions prompt candidates to describe how they would respond to a situation. They allow the selection panel to assess how well applicants can think quickly, identify issues, identify stakeholders, respond to situations, solve potential problems and demonstrate ability to use initiative. For example:

- What would you do if you came across a task that you had never done before?

If a candidate provides a 'vague' answer, probe further – dig beneath the answer. For example: What was the result? How was that received?

Vary the questions – Use a mixture of both hard and easy questions to relax and stretch the candidate. For example:

- What are your key areas of responsibility?
- What areas have you enjoyed?
- What have you achieved in the role?
- How do you think your manager/peers perceive your skills?
- What has been your greatest challenge?

4. PROBE FOR ANSWERS

It may be necessary to probe with additional, relevant questions throughout the interview. Experienced and effective interviewers understand that this element of the criterion-based interview is important to ensure a full understanding of each individual candidate's merit. While it may be easier and feel safer to stick to the set questions, mastering the art of probing is the difference between a competent interviewer and a highly effective one.

Ask for details – Probing questions are designed to elicit more information or bring out more detail when answers are too general or if you think the full facts have not been disclosed. As such, these will be unplanned and will follow on from other questions, and they will necessarily be different for each applicant.

Seek the complete picture – Remember interviews are conversations, listen carefully to candidate responses and consciously assess each response in relation to the selection criteria. Ask yourself: Is that enough information to fairly and accurately assess this candidate's skills, knowledge, experience or capabilities in meeting the criteria and performing the job?

Let the responses lead the questions. For example:

- What exactly was your role in the project?
- What assistance did you have from your supervisor in this?
- Tell me more about your meeting with that person.
- Lead me through your decision-making process.

TIP: Let the candidate do the talking and be a good listener. Allow the interviewee time to make their point. Allow silence. Rephrase or clarify if necessary.

5. DOCUMENT

As criterion based interviews are designed with the ideals of fairness and transparency, record keeping is an integral part of the process.

Scribes -In many public sector interviews, a scribe will be allocated to ensure accurate and detailed records are made of the panel's assessment of the candidates. The scribe will record discussions of candidates' applications, candidate responses at interview and discussions with referees. He/she will also provide a rating framework for the assessments of the criteria and prepare the report which details the committee's recommended order of merit list as well as an individual assessment for each candidate.

Note taking – Taking your own notes throughout the interview will also allow you to keep track of the extra questions being asked from one candidate to the next and help maintain a healthy objectivity when later discussing and assessing the candidate with other panel members.

Records – It is also a good idea to give your notes to the recruiting agency so that they can be kept for a minimum of one year after the selection, in case the eligibility list is activated, or an unsuccessful applicant appeals against the decision and your panel is required to substantiate its recommendation.

AA-ID	NAME	AA-Criteria-ID	DESCRIPTION	ASSESSOR	CRITERIA	LIGHTING	SOUND	NOTES	ESCO	ESCO DEFINITION	ESCO URI
AA.01	Able to solve problems and complex issues	AA.011	The ability to find solutions to practical, operational or conceptual problems in a wide range of contexts.						solve problems	Find solutions to practical, operational or conceptual problems in a wide range of contexts.	http://data.europa.eu/esco/skill/adc6dc11-3376-467b-96c5-9b0a21edc869
AA.02	Able to follow instructions and procedures	AA.021	Follows instructions and procedures The ability to adhere to instructions and organisational or department specific standards and guidelines. Adapt to the motives of the organisation and the common agreements and act accordingly.	X				The description in the second position could belong to a higher level than EQF4	adhere to organisational guidelines	Adhere to organisational or department specific standards and guidelines. Understand the motives of the organisation and the common agreements and act accordingly.	http://data.europa.eu/esco/skill/aa238394-8126-4ada-be2f-9dfe065cf314
								ESCO: OBSOLETE	follow given instructions	Follow instructions to achieve goals and meet deadlines.	http://data.europa.eu/esco/skill/ab9f550c-fa8f-4fe8-9f9f-e02d45bff570
AA.03	Able to act on own initiative	AA.031	Be proactive and take the first step in an action without waiting for what others say or do.	X	Recognizes actions needed	X		Very close to think proactively (ESCO higher level)	show initiative	Be proactive and take the first step in an action without waiting for what others say or do.	http://data.europa.eu/esco/skill/001115fb-569f-4ee6-8381-c6807ef2527f
		AA.032	Decides to be engaged without being prompted by others.	X	Decides to engage						
AA.04	Accuracy	AA.041	The ability to be precise and exact.	X		X			the quality or state of being correct or precise.	NO ESCO definition available	
AA.05	Appreciates value of the design	AA.051	Recognises and understands that the artistic ideas and concepts have a purpose.								
AA.06	Assertiveness	AA.061	The ability to stand up for yourself and be treated with respect without upsetting others, being aggressive, rude or submissive.						assertiveness	The attitude to stand up for yourself and be treated with respect without upsetting others, being aggressive, rude or submissive.	http://data.europa.eu/esco/skill/a0cad388-3c4c-4786-b238-fc39f8c495af
AA.07	Aware of movements around you	AA.071	The awareness of your position and the space around you.Understand the relationship of objects around you when there is a change of position.						have spatial awareness	Be aware of your position and the space around you. Understand the relationship of objects around you when there is a change of position.	http://data.europa.eu/esco/skill/4e7b2c61-aa42-404c-995f-32281b818923
AA.08	Aware of one's own subjectivity	AA.081	Is aware of bias and preferences arising out of or identified by means of one's perception of one's own states and processes.	X							
AA.09	Awareness of other's behavior	AA.091	The ability to perceive and understand the way that others act as an individual in relation to you.	X		X					
AA.10	Awareness of hazards in the workplace	AA.101	Is conscious of and attentive to risks and threats associated with work.								
AA.11	Awareness of invisible risks	AA.111	The ability to perceive and understand less obvious or visible potential risks.			X					
AA.12	Awareness of long-term impact on personal health	AA.121	The ability to perceive and understand potential risks with a long-term impact.			X			demonstrate awareness of health risks	Be able to judge and manage risks to personal health, for example by following safety precautions in work practices, applying fire protection measures, respecting and applying ergonomics and taking account of the effects of drugs and alcohol on individuals, families and communities.	http://data.europa.eu/esco/skill/c4180af3-befd-4bd8-9a65-6a496f9d9f15
AA.13	Awareness of your own behaviour	AA.131	The ability to perceive and understand the way that you act as an individual in relation to others.	X							
AA.14	Awareness of raised levels of risk	AA.141	The ability to perceive and understand potential risks that may be greater (higher) than perceived.	X		X	X				
AA.15	Awareness of risks related to sound levels	AA.151	The ability to perceive and understand potential risks related to raised high sound levels.				X				
AA.16	Being proactive	AA.161	The ability to foresee what needs to be done or considered and act accordingly.					Very close to show initiative (ESCO)	think proactively	Be proactive and take the first step in an action without waiting for what others say or do.	http://data.europa.eu/esco/skill/e186976a-64f0-4052-a25b-297d19e1d0ec
AA.17	Being realistic	AA.171	The ability to understand what can be achieved or expected within restraints and limitations.	X							
AA.18	Committed to self-development	AA.181	The ability to reflect on your practice and focusing on ways to better yourself in your working practice.	X					demonstrate willingness to learn	T3.4: self-management skills and competences Demonstrate willingness to learn Show a positive attitude towards new and challenging demands that can only be met via lifelong learning.	http://data.europa.eu/esco/skill/f5c9eef3-0495-4747-9519-d71a58d252bd
		AA.182	Is aware for the need to continue improving professionally.	X							
AA.19	Concentration	AA.191	The individual's ability to choose what they pay attention to and what they ignore.	X					stay alert	Stay focused and alert at all times; react quickly in the case of unexpected events. Concentrate and do not get distracted performing a task over a long period of time.	http://data.europa.eu/esco/skill/74aa45cf-175f-47ef-9978-d9de437d92ba
AA.20	Cooperates	AA.201	Acts or works together for a shared purpose.	X			X				
AA.21	Creative thinking	AA.211	Devises new ways to carry out tasks, solve problems, and meet challenges.								
AA.22	Deals with pressure and setbacks	AA.221	Is prepared for the burden of physical or mental distress and negative experiences and things or situations that cannot be changed and acts accordingly.				X				
AA.23	Emotional intelligence	AA.231	The ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively OR The ability to express and control emotions .	X					have emotional intelligence	Recognize ones own and other people`s emotions, distinguish correctly between them and observing how they can influence one`s environment and social interaction and what can be done about it.	http://data.europa.eu/esco/skill/f0a84d52-91fd-45ec-9fe9-e363d9318b9e

		AA.232	Can recognize their own emotions and those of others and use emotional information to guide thinking and behavior.	X									
		AA.233	Can discern between different feelings and label them appropriately, and adjust emotions to adapt to environments.	X									
AA.24	Empathy	AA.241	The ability to take on another's perspective, to understand, feel and possibly share and respond to their experience.	X								show empathy	Show empathy in order to prevent any kind of symbolic violence and isolation and to guarantee a considerate attention to everyone. It should include a capacity to understand various verbal and non-verbal communication of sentiment and feeling.	http://data.europa.eu/esco/skill/77b636e8-fab3-41a8-8022-1e0a354059dc
		AA.242	Communicates an accurate recognition of the significance of another person's ongoing intentional actions, associated emotional states, and personal characteristics.	X									
AA.25	Awareness of cost-effectiveness	AA.251	The ability to balance the relative costs against the outcomes of different courses of action to achieve the the best cost-benefit ratio for an effective result.				X						
AA.26	Feels responsible	AA.261	Is reliable as the recipient of another's trust or confidence.				X	X					
AA.27	Flexibility	AA.271	Can adapt to new ways to carry out tasks, solve problems, and meet challenges.									adapt to changing situations	Change approach to situations based on unexpected and sudden changes in people's needs and mood or in trends; shift strategies, improvise and naturally adapt to those circumstances.	http://data.europa.eu/esco/skill/5592ab32-4e7a-4cda-8e64-ca36d5de8a10
AA.28	Motivated	AA.281	The ability to enthusiastically strive toward a goal.											
AA.29	Open-mindedness	AA.291	The ability to be receptive -bias free- to new and different ideas or the opinions of other.	X								keep an open mind	Be interested and open to the problems of others.	http://data.europa.eu/esco/skill/fd89f784-88dc-4d35-abd7-86aa073cab12
AA.30	Patience	AA.301	The ability to wait if necessary, be constant in pursuit or exertion and calmly diligent.	X								exercise patience	Have patience by dealing with unexpected delays or other waiting periods without becoming annoyed or anxious.	http://data.europa.eu/esco/skill/1bb3a4b7-c0e4-434a-850d-0d2874a9c251
AA.31	Positive approach	AA.311	The ability to react and act in a constructive and optimistic way.	X								approach challenges positively	Adopt a positive attitude and a constructive approach when dealing with challenges.	http://data.europa.eu/esco/skill/469748ce-051a-407e-9099-0c9415ac2705
AA.32	Preparedness for LifeLong-Learning	A.321	Continually improves knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.	X							ESCO description does not fit	demonstrate willingness to learn	T3.4: self-management skills and competences Demonstrate willingness to learn Show a positive attitude towards new and challenging demands that can only be met via lifelong learning.	http://data.europa.eu/esco/skill/f5c9eef3-0495-4747-9519-d71a58d252bd
AA.33	Problem-solving approach	AA.331	The ability to overcome obstacles.	X			X				ESCO description does not fit	solve problems	Find solutions to practical, operational or conceptual problems in a wide range of contexts.	http://data.europa.eu/esco/skill/adc6dc11-3376-467b-96c5-9b0a21edc869
AA.34	Quality Awareness	AA.341	The ability to value excellence in designs, workplace processes, products and activities.	X								manage quality	Pursue excellence in workplace processes, products and activities.	http://data.europa.eu/esco/skill/35ebe444-9ece-4fbc-a55d-e99ea37267ae
		AA.342	Knows how to improve processes and break down functional barriers.	X										
AA.35	Respect for safety warnings and instructions	AA.351	The ability to value the importance of safety warnings and instructions.	X										
AA.36	Respect for the artistic quality of the production	AA.361	The ability to value the artistic concept and vision of the production and act on it.					X			Close to artistic concept, proposal to clarify and describe more distinguishable (distinctive) attributes			
AA.37	Respect for the equipment	AA.371	The ability to treat the equipment with care.				X	X						
AA.38	Respect for the performance	AA.381	Has a relationship and gives particular attention to the performance and holds it in high regard.								Close to artistic concept, proposal to clarify and describe more distinguishable (distinctive) attributes			
AA.39	Respect for the team	AA.391	The ability to value each participant of the work process - their individualities and the contribution they make.					X			ESCO description close	work in teams	Work confidently within a group with each doing their part in the service of the whole.	http://data.europa.eu/esco/skill/60c78287-22eb-4103-9c8c-28deaa460da0
		AA.392	Honors colleagues in the team by exhibiting care, concern, or consideration for their needs or feelings.					X						
AA.40	Respect for the timeline	AA.401	The ability to perceive and understand the way that work is planned and act to it.					X						
AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.	X			X	X				act with a high level of safety awareness	Ensure high levels of safety awareness; use personal protection equipment; communicate with staff members and provide advice on health and safety issues.	http://data.europa.eu/esco/skill/cb86ea85-0776-4720-984c-e16f228c9bc3
AA.42	Seeing through the eyes of the artist	AA.421	The ability to imagine to be in the role of the artist, to consider an issue from the artists' point of view.											
AA.43	Sense of methodology	AA.431	The ability to do things carefully, thoroughly, and in order, following a system of methods, principles, and rules.	X				X						
AA.44	Working ergonomically	AA.441	Applies ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads.					X						
AA.45	Working safely at heights	AA.451	Is conscious and attentive to the risks and threats when working at heights.				X							
AA.46	Works under supervision	AA.461	Works according to instructions given by a supervisor.				X	X						

UNIT Label	Field	Field of competence	Sub-field of competence	Place in the process	Level	Enumerator	PROJECT ID	Assessment/Assignment Group	ESCOConceptURI	ESCO Title	ESCO Description	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods USED May 2024										
															Structured Portfolio -S = Supportive	Structured Portfolio = PACE-VET APP	Observation - Simulated Environment	Observation - On Site	Post Box Excercise	Role Play	Criterion Based Interview - S = Supportive	Written Test (Multiple Choice)	Written Test (Open Answers) K = Knowledge	Oral Examination K = Knowledge	Pitch / Presentation / Gaming
															POR	POR	OSE	OOS	PBE	RPL	CBI	TMC	TOA	ORE	PPG
LA01	Lighting	01	00	20	04	10	PV	A	LINK	**Read lighting plans**	Interpret the instructions on the light plan to determine the lighting equipment needed and the right placing.	LA01.01 Read the symbols for fixtures and accessories on a layout/in a plan LA01.02 Read plots with patch, rig and equipment lists LA01.03 Work in scale	LKA01.01 Different types of fixtures, their symbols, properties and applications LKA01.02 Line, symbol and layer systems for building and scenographic drawings LKA01.03 Different types of locations and challenges with the stage environment	AA.03 Able to act on own initiative AA.04 Accuracy AA.25 Awareness of cost-effectiveness	S						S				
LA02	Lighting	01	00	20	04	25	PV	A	LINK	**Set up light board**	Install, connect and try out lighting board/console in a live performance environment.	LA02.01 Place and secure the light console LA02.02 Connect to the power supply LA02.03 Connect to the control system LA02.04 Check all the operating functions	LKA02.01 Read technical drawings and written information LKA02.02 Use of different types of consoles	AA.33 Problem-solving approach	S						S				
LA03	Lighting	01	00	20	04	29	PV	A	LINK	**Install lighting**	Set up, connect and test lighting equipment in a live performance environment.	LA03.01 Read the light plot and documentation LA03.02 Collect the planned equipment LA03.03 Handle equipment with care LA03.04 Fix and secure equipment (according to standards) LA03.05 Fit up the accessories LA03.06 Connect carefully and efficiently LA03.07 Mount lighting instruments securely LA03.08 Check that the lighting instrument is operational LA03.09 Pre-focus lighting instruments	LKA03.01 Understands drawings, symbols and scales LKA03.02 Understands different types of equipment and the related accessories LKA03.K3 Understands different types of cables and connectors LKA03.K4 Understands different types of rigging methods and materials LKA03.K5 Understands safety requirements	AA.15 Awareness of raised levels of risk AA.37 Respect for the equipment AA.41 Safety awareness	S						S				
LA04	Lighting	01	00	20	04	26	PV	B	LINK	**Distribute control signals**	Circulate control signals between light boards, dimmers and other lighting equipment. Control systems can be either DMX or network based.	LA04.01 Interpret technical drawings, schemes and written documentation LA04.02 Place control cables LA04.03 Place, address and set-up mergers, splitters and amplifiers LA04.04 Test control signals	LKA04.01 Symbols and drawing methods for technical drawings, schemes and written documentation LKA04.02 Use of operating protocols, consoles, dimmers and lighting equipment	AA.04 Accuracy AA.33 Problem-solving approach	S						S				
LA05	Lighting	01	00	20	04	30	PV	B	LINK	**Focus lighting equipment**	Set already installed conventional lighting equipment, based on directions and information from somebody on the floor.	LA05.01 Point the fixture LA05.02 Focus the fixture LA05.03 Adjust accessories LA05.04 Fix and secure the position	LKA05.01 Understands of optics involved in non or single lens equipment	AA.04 Accuracy	S						S				
LA06	Lighting	00	00	50	03	10	PV	C	LINK	**De-rig electronic equipment**	Remove and store various types of electronic equipment safely after use.	LA06.01 Understand the specific equipment specifications LA06.02 Power off and disconnect in a safe manner LA06.03 Pack equipment in an efficient and safe manner LACD6.04 Ready the equipment for transportation	LKA06.01 Different work and equipment contexts in the event and live performance industry LKA06.02 Necessary equipment packing procedures LKA06.03 Principles of storage packing and logistics in the event and live performance industry	AA.37 Respect for the equipment AA.41 Safety awareness	S						S				
LA07	Lighting	15	20	50	04	10	PV	C	LINK	**Pack electronic equipment**	Safely pack sensitive electronic equipment for storage and transport.	LA07.01 Pack cables neat and correct LA07.02 Securing and packing equipment for transportation LA07.03 Work safe	LKA07.01 Understand the value of equipment	AA.37 Respect for the equipment	S						S				
HEALTH & SAFETY																									

LA08	Health & Safety	60	20	00	03	01	ET	A B C	LINK	**Work with respect for own safety**	Apply the safety rules according to training and instruction and based on a solid understanding of the prevention measures and risks to your own personal health and safety.	LA08.01 Understand the risks in a performance environment and the mechanisms behind them LA08.02 Understand your own position in the safety chain and act accordingly LA08.03 Work according to safety training and instructions LA08.04 Protect oneself against hazards LA08.05 Signal risks to a responsible person	LKA08.01 Accident theory LKA08.02 Five steps to reduce risk LKA08.03 Your rights and obligations	AA.13 Awareness of your own behaviour AA.41 Safety awareness	S						S				
LA09	Health & Safety	60	20	00	03	03	ET	A B C	LINK	**Work ergonomically**	Apply ergonomy principles in the organisation of the workplace and while manually handling equipment and materials.	LA09.01 Identify ergonomic risks LA09.02 Organise workplace ergonomically LA09.03 Apply the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads LA09.04 Use the right equipment when lifting, carrying or moving heavy objects LA09.05 Ask for help for tasks you can't carry out on your own LA09.06 Communicate with colleagues while lifting, carrying or moving objects	LKA09.01 Risks as result of manual handling LKA09.02 Ergonomical methods LKA09.03 Equipment for lifting, carrying or moving	AA.12 Awareness of long term impact on personal health	S						S				
LA10	Health & Safety	60	45	00	03	07	ET	A B C	LINK	**Work safely with mobile electrical systems under supervision**	Take the necessary precautions while providing temporary power distribution for performance and art facility purposes under supervision.	LA10.01 Read Electrical diagrams and plans for mobile electrical installations LA10.02 CaLAulate mono-phase electric loads LA10.03 Provide power distribution for light, stage, sound, video and rigging purposes LA10.04 Put cables, fuse boards and splitters in place, based on instructions LA10.05 Connect, label, protect, and secure cables LA10.06 Perform visual inspections for electrical risks LA10.07 Troubleshoot basic problems: checking cables, connections, ... LA10.08 Repair mono-phase cables (checked by supervisor) LA10.09 Use appropriate tools and PPE's LA10.10 Act according to the agreed procedure in case of an electrical accident	LKA10.01 Basic electrical concepts and caLAulations LKA10.02 Electrical Risks LKA10.03 Protection against electrical risks LKA10.04 Cables and connections LKA10.05 Body protection LKA10.06 Eye and face protection	AA.09 Awareness of others' behaviour AA.11 Awareness of invisible risks	S						S				
LA11	Health & Safety	60	00	00	03	06	ET	B	LINK	**Follow safety procedures when working at heights**	Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at heights. Prevent endangering people working under these structures.	LA11.01 Select and use the appropriate equipment to go to the high working post LA11.02 Identify / spot environmental influences and changes that affect the safe use (weather, rake, floor stability,...) LA11.03 Ensure underlying work area is free LA11.04 Mount and use the equipment according to the safety regulations and instructions LA11.05 Visually inspect the equipment LA11.06 Apply the appropriate collective protection LA11.07 Use the appropriate personal protection equipment LA11.08 Ensure no objects can fall during activity LA11.09 Secure small tools and equipment LA11.10 Close off underlying areas LA11.11 Communicate with colleagues while working at height	LKA11.01 Ladders LKA11.02 Mobile tower scaffold LKA11.03 Mobile elevating work platform LKA11.04 Fall protection	AA.41 Safety awareness	S						S				

MODULE	ESCO Title	ESCO Description	Skill-ID	ETTE	SKILLS	Criteria-ID	Criteria	Know-ID	KNOWLEDGE BLOCKS	Criteria-ID	Criteria	AA-ID	AUTONOMY / ATTITUDE	Criteria-ID	Criteria
LA01	Read lighting plans	Interpret the instructions on the light plan to determine the lighting equipment needed and the right placing.	LA01.01		Read the symbols for fixtures and accessories on a layout/in a plan	01.01	Interprets scenographical and venue drawings	LKA01.01	Different types of fixtures, their symbols, properties and applications	LKA01.11	Knows drawings, symbols and scales used in light plans	AA.03	Acts on own initiative	AA.031	Recognizes actions needed without being prompted by others
						01.01	Grasps content and artistic specifications			LKA01.12	Knows different types of equipment, their symbols, properties and application			AA.032	Decides to be engaged without being prompted by others
						01.01	Evaluates requirements for technical and scenic implementation, in particular design and artistic specifications	LKA01.02	Line, symbol and layer systems for building and scenographic drawings	LKA01.21	Knows different types of equipment, their symbols, properties and application	AA.04	Accuracy	AA.041	Is able to determine how close a given set of observations or evaluations are to their true value
						01.01	Compares lighting concept with local conditions and setup	LKA01.03	Different types of locations and challenges with the stage environment	LKA01.31	Knows lighting design approaches (e.g. light directions, 3-point lighting)	AA.25	Awareness of cost-effectiveness	AA.251	The ability to balance the relative costs against the outcomes of different courses of action to achieve the the best cost-benefit ratio for an effective result.
			LA01.02		Read plots with patch, rig and equipment lists	01.02	Checks the integration of lighting equipment (lighting instruments, dimmers, lighting control desks)			LKA01.32	Knows venue possibilities and limitations				
						01.02	Specifies lighting devices and positions, taking into account mounting options, radiating properties and focussing options								
			LA01.03		Work in scale	01.03	Grasps scale of drawing and dimensioning								
LA02	Set up light board	Install, connect and try out lighting board/console in a live performance environment.	LA02.01		Place and secure the light console	02.01	Specifies lighting board and position, taking into account mounting options and safety provisions	LKA02.01	Read technical drawings and written information	LKA02.11	Know the differences in plug connections and plug devices in regard to the application	AA.33	Problem-solving approach	AA.331	The ability to overcome obstacles.
			LA02.02		Connect to the power supply	02.02	Takes into account the requirements for safe operation	LKA02.02	Use of different types of consoles	LKA02.12	Know the requirements for the assembly of temporary electrical distribution systems				
						02.02	Carries out a visual inspection of equipment and devices in temporary electrical distribution systems, in particular detection and assessment of damage and compliance with safety requirements			LKA02.21	Know the use of different types of light consoles				
						02.02	Connects devices to one another and to dimmers using load cables			LKA02.22	Know different network devices, applications and data transmission (DMX; ADM; ArtNet; sACN; ACN)				
						02.02	Identifies possible errors or failures			LKA02.23	Knows the safety requirements for electrical equipment				
			LA02.03		Connect to the control system	02.03	Connects devices to one another and to dimmers using control cables								
						02.03	Identifies possible errors or failures								
			LA02.04		Check all the operating functions	02.04	Checks the function of the lighting board								
						02.04	Identifies possible errors or failures								
LA03	Install lighting	Set up, connect and test lighting equipment in a live performance environment.	LA03.01		Read the light plot and documentation	03.01	Reads and understands the light plot and documentation	LKA03.01	Understands drawings, symbols and scales	LKA03.11	Knows drawings, symbols and scales used in light plans	AA.14	Awareness of raised levels of risk	AA.141	The ability to perceive and understand potential risks that may be greater (higher) than perceived.
			LA03.02		Collect the planned equipment	03.02	Collects equipment according to the lighting plan	LKA03.02	Understands different types of equipment and the related accessories	LKA03.21	Knows the different types of equipment and the related accessories	AA.37	Respect for the equipment	AA.371	The ability to treat the equipment with care
			LA03.03		Handle equipment with care	03.03	Transports devices, system parts, components, tools and other work equipment to protect them from damage	LKA03.03	Understands different types of cables and connectors	LKA03.31	Knows different types of cables and connectors	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.
			LA03.04		Fix and secure equipment (according to standards)	03.04	Attaches and sets up equipment according to the local standards and safety regulations	LKA03.04	Understands different types of rigging methods and materials	LKA03.41	Knows different types of rigging methods and materials				
			LA03.05		Fit up the accessories	03.05	Attaches and sets up accessories according to the local standards and safety regulations	LKA03.05	Understands safety requirements	LKA03.51	Knows local safety requirements				
			LA03.06		Connect carefully and efficiently	03.06	Connects devices to one another and to dimmers using load and control cables								
			LA03.07		Mount lighting instruments securely	03.07	Mounts equipment according to the local standards and safety regulations								
			LA03.08		Check that the lighting instrument is operational	03.08	Carries out a functional check of lighting instruments and additional devices								
			LA03.09		Pre-focus lighting instruments	03.09	Uses the light plan to pre-focus lighting instruments								
LA04	Distribute control signals	Circulate control signals between light boards, dimmers and other lighting equipment. Control systems can be either DMX or network based.	LA04.01		Interpret technical drawings, schemes and written documentation	04.01	Specifies control signals	LKA04.01	Symbols and drawing methods for technical drawings, schemes and written documentation	LKA04.11	Knows drawings, symbols and scales used in light plans	AA.04	Accuracy	AA.041	The ability to be precise and exact.
						04.01	Defines network infrastructure (e.g. routers, switches, access points)	LKA04.02	Use of operating protocols, consoles, dimmers and lighting equipment	LKA04.21	Know different network devices, applications and data transmission (DMX; ADM; ArtNet; sACN; ACN)	AA.33	Problem-solving approach	AA.331	The ability to overcome obstacles.
			LA04.02		Place control cables	04.02	Connects devices to one another and to dimmers using control cables								
			LA04.03		Place, address and set-up mergers, splitters and amplifiers	04.03	Applies and patches lighting instruments in the board								
						04.03	Configures network devices according to application and data transmission (DMX; ADM; ArtNet; sACN; ACN)								
						04.03	Programms lighting instruments and lighting desks								
			LA04.04		Test control signals	04.04	Checks the function of the control signals								
LA05	Focus lighting equipment	Set already installed conventional lighting equipment, based on directions and information from somebody on the floor.	LA05.01		Point the fixture	05.01	Uses the light plan to position light beam from lighting instrument	LKA05.01	Understands optics involved in non or single lens equipment	LKA05.11	Knows of optics involved in non or single lens equipment	AA.04	Accuracy	AA.041	The ability to be precise and exact.
			LA05.02		Focus the fixture	05.02	Uses the adjustment possibilities of the lighting instrument to meet lighting requirements (focus)			LKA05.12	Knows about focus adjustment possibilities of different lighting equipment				
			LA05.03		Adjust accessories	05.03	Uses the adjustment possibilities of the lighting instrument accessories to meet lighting requirements (focus)								
			LA05.04		Fix and secure the position	05.04	Securely mounts equipment according to the local standards and safety regulations								
LA06	De-rig electronic equipment	Remove and store various types of electronic equipment safely after use.	LA06.01		Understand the specific equipment specifications	06.01	Uses specific equipment specifications when removing and storing	LKA06.01	Different work and equipment contexts in the event and live performance industry	LKA06.11	Knows of different work and equipment contexts in the event and live performance industries	AA.37	Respect for the equipment	AA.371	The ability to treat the equipment with care
			LA06.02		Power off and disconnect in a safe manner	06.02	Turns power off and disconnects all equipment before de-rigging	LKA06.02	Necessary equipment packing procedures	LKA06.21	Knows the different equipment packing procedures	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.
			LA06.03		Pack equipment in an efficient and safe manner	06.03	Packs equipment in an efficient and safe manner	LKA06.03	Principles of storage packing and logistics in the event and live performance industry	LKA06.31	Knows the principles of packing and logistics in the event and live performance industries				
			LA06.04		Ready the equipment for transportation	06.04	Readies the equipment for transportation regarding equipment and packing specifications								
LA07	Pack electronic equipment	Safely pack sensitive electronic equipment for storage and transport.	LA07.01		Pack cables neat and correct	07.01	Packs cables neat and correct	LKA07.01	Understand the value of equipment	LKA07.11	Knows about the value of equipment used and proper packing and storage to retain value	AA.37	Respect for the equipment	AA.371	The ability to treat the equipment with care
			LA07.02		Securing and packing equipment for transportation	07.02	Secures and packs equipment for transportation								
			LA07.03		Work safe	07.03	Works safely								
	HEALTH & SAFETY														
LA08	Work with respect for own safety	Apply the safety rules according to training and instruction and based on a solid understanding of the prevention measures and risks to your own personal health and safety.	LA08.01	E01.01	Understand the risks in a performance environment and the mechanisms behind them	08.01	Can explain and react to risks in a performance environment	LKA08.01	Accident theory	LKA08.11	Understands the mechanism behind the occurrence of accidents.	AA.13	Awareness of your own behaviour	AA.131	The ability to perceive and understand the way that you act as an individual in relation to others.
ETTE 01			LA08.02	E01.02	Understand your own position in the safety chain and act accordingly	08.02	Asks to lower flybar/truss	LKA08.02	Five steps to reduce risk	LKA08.21	Understands how to eliminate risks	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.
						08.02	Asks to raise flybar/truss			LKA08.22	Knows the use of collective protection				
			LA08.03	E01.03	Work according to safety training and instructions	08.03	Carries ladder in apropriate way			LKA08.23	Knows the use of individual protection				
						08.03	Places ladder in reach of work			LKA08.24	Knows about training to reduce risks				
						08.03	Works according given safety instructions			LKA08.25	Knows about the importance of information, notifications and warnings				
			LA08.04	E01.04	Protect oneself against hazards	08.04	Protects oneself against hazards	LKA08.03	Your rights and obligations	LKA08.31	Knows the basic rights and obligations of employer and employee.				
						08.04	Wears safety shoes								
			LA08.05	E01.05	Signal risks to a responsible person	08.05	Signals risks								
						08.05	Asks for help setting up the ladder								
LA09	Work ergonomically	Apply ergonomic principles in the organisation of the workplace and while manually handling equipment and materials.	LA09.01	E03.01	Identify ergonomic risks	09.01	Checks weight of cases	LKA09.01	Risks as a result of manual handling	LKA09.11	Can identify and assess ergonmoic risks	AA.13	Awareness of your own behaviour	AA.131	The ability to perceive and understand the way that you act as an individual in relation to others.
ETTE 03			LA09.02	E03.02	Organise workplace ergonomically	09.02	Puts cases and equipment directly in the right place	LKA09.02	Ergonomical methods	LKA09.21	Knows the specific lifting approaches for manual handling				
						09.02	Organises cases for easy access	LKA09.03	Equipment for lifting, carrying or moving	LKA09.31	Knows the specific equipment and their use cases for lifting, carrying or moving.				
						09.02	Positions cases in an efficient and ergonomical way								
			LA09.03	E03.03	Apply the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads	09.03	Lifts close to body								
						09.03	Carries lighting equipment ergonomically								

						09.03	Puts cables directly in cases											
						09.03	Carries lighting equipment directly to cases											
						09.03	Works ergonomic											
						09.03	Works efficient											
			LA09.04	E03.04	Use the right equipment when lifting, carrying or moving heavy objects													
			LA09.05	E03.05	Ask for help for tasks you can't carry out on your own	09.05	Asks for help											
			LA09.06	E03.06	Communicate with colleagues while lifting, carrying or moving objects	09.06	Communicates with active assessor when lifting											
LA10	Work safely with mobile electrical systems under supervision	Take the necessary precautions while providing temporary power distribution for performance and art facility purposes under supervision.	LA10.01	E07.01	Read electrical diagrams and plans for mobile electrical installations	10.01	Reads electrical plan	LKA10.01	Basic electrical concepts and calculations	LKA10.11	Knows basic electrical concepts and calculations	AA.09	Awareness of others' behaviour	AA.091	The ability to perceive and understand the way that others act as an individual in relation to you.			
ETTE 07			LA10.02	E07.02	Calculate mono-phase electric loads	10.02	Ensures there is no power overload on a cable	LKA10.02	Electrical Risks	LKA10.21	Knows electrical risks	AA.11	Awareness of invisible risks	AA.111	The ability to perceive and understand less obvious or visible potential risks.			
			LA10.03	E07.03	Provide power distribution for light, stage, sound, video and rigging purposes	10.03	Organises cables in a proper way	LKA10.03	Protection against electrical risks	LKA10.31	Knows how to protect against electrical risks							
						10.03	Keeps slack in cable	LKA10.04	Cables and connections	LKA10.41	Knows the key elements of cables: type, type of plug, cable material and classification, section of the cable, length, and working voltage							
			LA10.04	E07.04	Put cables, fuse boards and splitters in place, based on instructions	10.04	Connects lighting instruments properly			LKA10.42	Knows how to pull and lay cables and fix and secure connections							
						10.04	Connects cables to power supply	LKA10.05	Body protection	LKA10.51	Knows the proper body protection for working with mobile electrical systems							
						10.04	Removes cables from power supply before disconnecting equipment	LKA10.06	Eye and face protection	LKA10.52	Knows the propereye and face protection for working with mobile electrical systems							
			LA10.05	E07.05	Connect, label, protect, and secure cables	10.05	Secures cables on truss or fly bar											
						10.05	Secures cables at end of truss or fly bar											
						10.05	Secures electrical connections on fly bar or truss											
						10.05	Secures "pick" cables in relation to stage and equipment											
						10.05	Secures cables at end of truss or fly bar											
						10.05	Does not pull cables to cut tape											
						10.05	Ensures pens of plugs don't fall and hit the floor when taken down											
						10.05	Disconnects cables first											
			LA10.06	E07.06	Perform visual inspections for electrical risks	10.06	Checks cables before usage											
			LA10.07	E07.07	Troubleshoot basic problems: checking cables, connections, ...													
			LA10.08	E07.08	Repair mono-phase cables (checked by supervisor)													
			LA10.09	E07.09	Use appropriate tools and PPE's													
			LA10.10	E07.10	Act according to the agreed procedure in case of an electrical accident													
LA11	Follow safety procedures when working at heights	Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at heights. Prevent endangering people working under these structures.	LA11.01	E06.01	Select and use the appropriate equipment to go to the high working post	11.01	Uses ladder	LKA11.01	Ladders	LKA11.11	Knows the basic rules when working with ladders	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.			
ETTE 06	Work safely at heights	NOT ALL COMPETENCES	LA11.02	E06.02	Identify / spot environmental influences and changes that affect the safe use (weather, rake, floor stability...)	11.02	Not applicable in this assessment	LKA11.02	Mobile tower scaffold		Not applicable in this assessment							
			LA11.03	E06.03	Mount and use the equipment according to the safety regulations and instructions	11.03	Places ladder in reach of work	LKA11.03	Mobile elevating work platform		Not applicable in this assessment							
						11.03	Asks active assessor to hold the ladder	LKA11.04	Fall protection		Not applicable in this assessment							
						11.03	Climbs ladder in the proper way											
						11.03	Works with face to ladder, tips of foot to ladder (not backwards)											
						11.03	Moves ladder when objects are out of reach											
			LA11.04	E06.04	Visually inspect the equipment	11.04	Does a visual inspection of the equipment											
						11.04	Checks ladder before use											
			LA11.05	E06.05	Apply the appropriate collective protection	11.05	Applies the appropriate collective protection											
			LA11.06	E06.06	Use the appropriate personal protection equipment	11.06	Wears hard hat											
			LA11.07	E06.07	Ensure no objects can fall during activity	11.07	Checks for objects in pockets											
			LA11.08	E06.08	Secure small tools and equipment	11.08	Secures tools used											
			LA11.09	E06.09	Close off underlying areas	11.09	Secures area below											
			LA11.10	E06.10	Ensure underlying work area is free	11.10	Ensures space under action is free											
						11.10	Checks above area is free before moving upwards											
			LA11.11	E06.11	Communicate with colleagues while working at height	11.11	Warns colleagues											
						11.11	Communicates with active assessor											

PACE-VET · Lighting Unit A

Procedure Manual for Assessment

Version 1.01
Datum 29.11.2024

Co-funded by the European Union

Assessment procedure PACE-VET Lighting Unit A

Introduction

	P	
01	1	This document is the procedure manual for the practical assessment procedure (Observation in a Simulated Environment), developed in the PACE-VET project. It contains all documents needed to execute the assessment and guides you through the whole procedure. It contains three parts, the documents needed for preparation and introduction, the actual assessment documents and the results document.

Content

	Part 1: Preparation	
02	2-3	Course Procedure Course of the assessment an overview of the whole assessment procedure
03	4-5	Technical Rider Equipment list, gives an overview of all the equipment needed to prepare and carry out the assessment Setup, a guideline and checklist to create the assessment setup
04	6	Floor Plan Setup
05	7-9	Introduction for the candidate · Checklist
06	10	Floor Plan Candidate Drawing accompanying the introduction
07	11	A cheat sheet for the assessors, repeating the most important elements of the assessment documents.
08	12-17	Overview Competences Reference document, a table matching the competences with the actual assessments.
	Part 2: Assessment	
09	18	Identification Sheet
10	19	Document to sign off the Safety Briefing
	Sub-assessment documents	
11	20-23	A. Orientation, Unloading Equipment and Installation
12	24-26	B. System Set-up and Focus
13	27-29	C. De-rigging and Packing
	Part 3: Results document	
14	30	Assessment results document
15	31	Notes to the assessment centre document
		Change log & License

Assessment procedure PACE-VET Lighting Unit "A"

General course of the Assessment in a Simulated Environment (OSE)

The assessors check in advance, before the candidate enters the room, if all the equipment is present (see technical rider) and in good working order. The assessors ensure the setup matches the setup plan. Assessors can decide in concensus and based on local circumstances, adapt the assessment setting if all assessmented elements are included. Adaptations have to be noted in the final report.

The candidate has received in advance a brochure describing the whole procedure and all the elements of the introduction.

The candidate will receive an oral introduction which walks them through the entire procedure and arrangements. (see checklist introduction)

Before starting the assessment, the candidate has the opportunity to get aquainted with the assessment space and ask questions.

The candidate receives a comprehensive safety briefing, based on the risk analysis of the assessment situation, at the start of the assessment (see checklist introduction). This includes the responsibilities of their function and respecting the house rules..

At the end of the introduction, the candidate is asked to sign off the briefing document. This document ensures that all safety and privacy issues are clear for the candidate.

The "active" assessor instructs the candidate briefly (including the notes for the candidate in each assessment). The candidate can ask questions (or for physical help) to this assessor. The "silent" assessor observes without comment.

The active assessor functions as a colleague without being proactive. Active assessors should not take initiative and act only when asked by the candidate.

The active assessor will perform tasks that are out of the responsibility of the candidate, like switching power, and operating motors or fly bars.

The different assessment groups are linked together like a chain. The consecutive points build on the results of each other. If one result is compromised, the assessors can adapt the next attention point in the assessment.

Safety

The candidate must bring his own safety shoes and can bring gloves, ear protection, etc..

Assessors can stop the assessment if the safety of the candidate, the assessors or the equipment is seriously compromised.

Total duration

The duration of an assessment is about 30 minutes, not including introduction, evaluation or reset time. The whole test cycle will take about 50 minutes. (The introduction takes 10 minutes. The evaluation takes 10 minutes. Resetting the simulated environment for the next candidate takes 10 minutes and can overlap with the introduction.)

The assessors can indicate when the time limit for a particular assessment is close.

Candidates should take the total assessment within the allotted time. In case of technical problems or unforeseen situations, the assessors can prolong the assessment time.

Assessment decision

At the end of the assessment, the assessors decide based on their observations if the candidate passes or not. Assessors decide autonomously and in consensus at the end of the assessment if the candidate has mastered all the competencies and completed the unit.

It is in their authority to assess each observed action and to make a final decision. In case there are uncertainties in the measuring criteria, the competence description and the skills prevail. It is the assessors' discretion to decide. The assessors judge only on the competencies and related criteria. Other observations should not influence the assessment.

The assessors judge only on the competencies and related criteria. Other observations should not influence the assessment.

The measuring criteria specified in the score sheets serve as indicators, there is always a reference added to the original skills. Assessors ultimately decide based on the original skills.

The assessors inform the candidate about their decision and give feedback on their performance.

A Criterion-Based Interview as a second assessment method should be carried out. This can support assessment, especially if (after the Observation in a Simulated Environment):
• a candidate shows different / unexpected (but not incorrect) behaviour, or
• certain competences did not become visible (but were not incorrect).

The Portfolio can always be used for assessment.

Assessment procedure PACE-VET Lighting Unit "A"

Technical Rider

Setup

This chapter describes the setup of the assessment setting. It can be used by the assessors as a check list in advance.

General

The setup for the assessment reflects normal activities of a lighting technician during setup and de-rigging of a performance or event in an average space. It is a simulation of common activities that are bundled in the microcredential unit "Lighting A". The candidate performs a number of activities like unloading and loading flight cases, hanging and de-rigging luminaires (lighting instruments), setting up the lighting console and focussing. After receiving the safety briefing, the candidate works under supervision of the assessors during the assessment. There is no need for staff from the assessment centre to be present, but there should be someone available to help in case of technical problems.

The location can be a studio or a stage. It must be possible to rig a truss or use fly bars, with a weight of ≥ 200kg/hanging point. The attachment point must have minimum of 5m height. The area under the attachment point must have a minimum width of 13 meters have a minimum depth of 8m. On top the setup needs a space for chairs and a desk for the assessors. The setup will be based on the following items:

Equipment List

Power Supply | Control ④

2 x 16A mono-phase, offstage stage left back (Schuko or CEE, depending on the luminaire cables)
1 x 16A three-phase for motor control, offstage left back
1 x 16A power supply for sound console, etc.

Power cables

5 cables 10 m (1,5 square mm, Schuko)
5 cables 5 m (1,5 square mm, Schuko)
2 cables 2 m (1,5 square mm, Schuko)
4 x splitter box 4ch

Rigging (no rigging activities are carried out by the candidate or assessed)

The following are already setup:
2 x motor hoists
1 x control system for motor hoists ⑤
Power cables for motor hoists
2 x Trusses 4m - or 1x 8m = 1 x statically determinate system ③

Flight cases ⑦

1 x flight case 1 with wheels, power and control cables, marked content (a)
Tools and disposables as listed below
1 x flight case 2, with wheels, lighting instruments, accessories, marked content (a)
Luminaires (lighting instruments) as listed below
1 x flight case 3 with wheels, ighting instruments, accessories, marked content (b)
Luminaires (lighting instruments) as listed below
must be "in the way" of the truss/fly bar that must be moved

Tools and disposables

Adjustable spanner (crescent wrench/monkey wrench) with wrist-strap
Cable ties / velcro cable ties (more sustainable)
Gaffa tape (gaffer tape), white tape
Scale ruler: 1:100 (architect) or folding rule (metric), measuring tape (5m)
Marker

Lighting Equipment

All luminaires (lighting instruments) with a cable of max. 1,5m, safeties, and appropriate c-clamps
1 x Plano-convex spotlight 1kW (tungsten) with gel frame holder / barndoors (A)
1 x LED Fresnel – is already mounted but not focussed or connected to cables (B)
1 x Profile spotlight 1 kW (tungsten) with gel frame holder / shutter assembly (C)
2 x LED PAR – these are already mounted and cabled but not focussed (D)
Lighting console = 6 to 12 channels, DMX - set up on or next to dimmer rack/case ⑥
Lighting console user manual
The lighting console has not been connected to power or to the control cables
Control cables

Safety equipment

As mandated and required by local regulations
The assessment centre must provide the necessary risk assessment
The candidate is responsible for their own PPE – and must be notified of this in advance

Tables, chairs, properties

1 x Table approx. 1,2m x 0,7m
1 x Chair (for table focus)
1 x "Painting" = white surface in a frame/flip chart/white paper on a pin board
Can also be hung from back truss/fly bar: exemplary focus area for profile spotlight/shutters

Ladder

1 x A-frame ladder, working height 3m ⑧

"Stage Area"

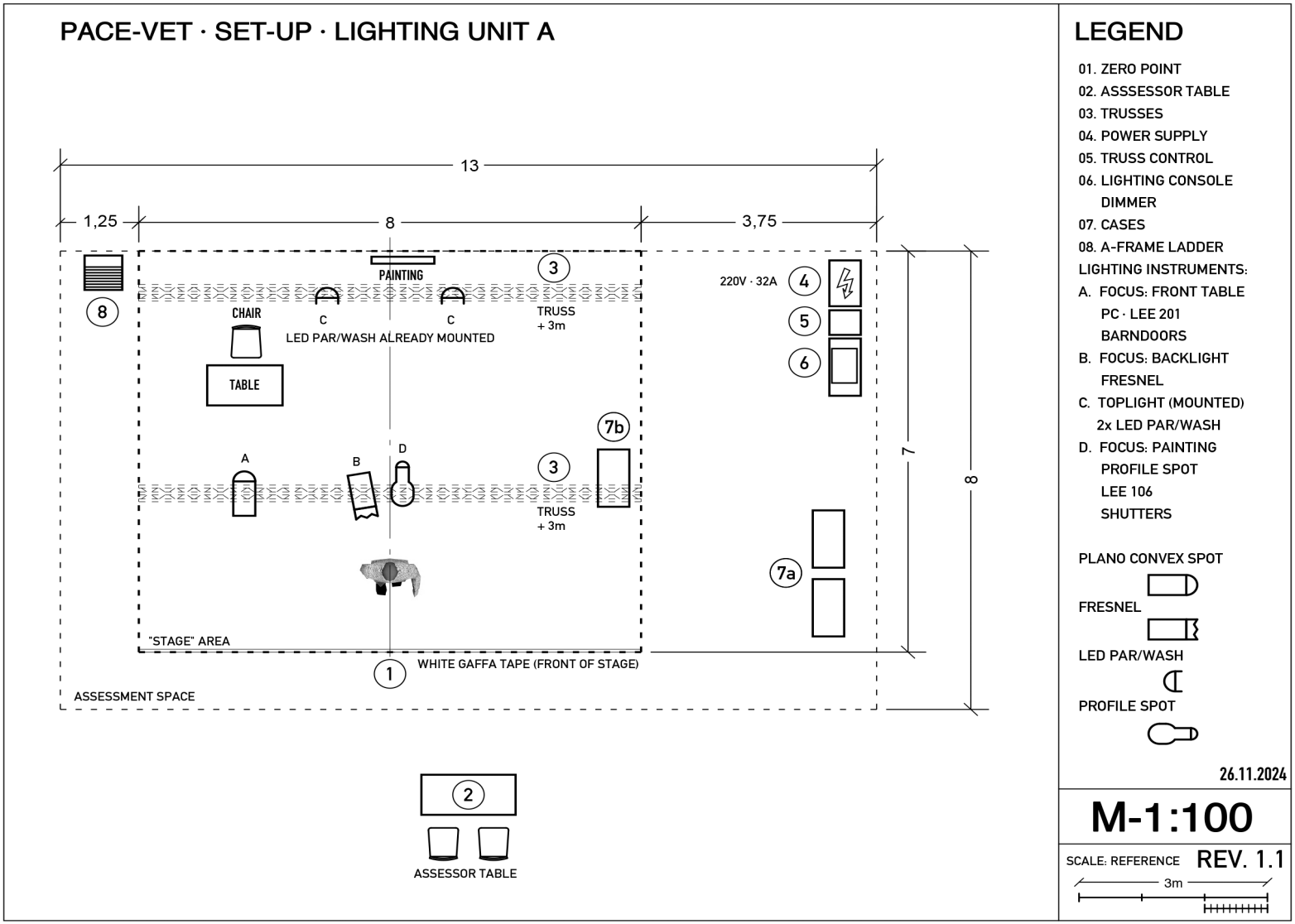
The front of the stage is marked on the floor with white gaffa tape
The back wall should be covered by a black drape or be a black set wall

Assessor Table

1 x Table approx. 2m x 1m
2 x Chairs for assessors (1 x chair from stage for assessment reflection with the candidate)
Wall clock or clock on assessor table large enough for the candidate to see
1 x 10A power supply for laptops

Miscellaneous

Internet access


PACE-VET · SET-UP · LIGHTING UNIT A
13
1,25
8
3,75
PAINTING
3
220V · 32A
4
8
CHAIR
C
C
TRUSS
+ 3m
5
LED PAR/WASH ALREADY MOUNTED
6
TABLE
7b
A
B
D
3
7
8
TRUSS
+ 3m
7a
"STAGE" AREA
1
WHITE GAFFA TAPE (FRONT OF STAGE)
ASSESSMENT SPACE
2
ASSESSOR TABLE
LEGEND
01. ZERO POINT
02. ASSSESSOR TABLE
03. TRUSSES
04. POWER SUPPLY
05. TRUSS CONTROL
06. LIGHTING CONSOLE
DIMMER
07. CASES
08. A-FRAME LADDER
LIGHTING INSTRUMENTS:
A. FOCUS: FRONT TABLE
PC · LEE 201
BARNDOORS
B. FOCUS: BACKLIGHT
FRESNEL
C. TOPLIGHT (MOUNTED)
2x LED PAR/WASH
D. FOCUS: PAINTING
PROFILE SPOT
LEE 106
SHUTTERS
PLANO CONVEX SPOT
FRESNEL
LED PAR/WASH
PROFILE SPOT
26.11.2024
M-1:100
SCALE: REFERENCE
REV. 1.1
3m

Assessment Procedure PACE-VET Lighting Unit A

Introduction Candidate · Checklist

Introduction assessors

The assessors briefly introduce themselves.
The assessors assume two different roles: an "active" assessor and a "silent" assessor.
This should be indicated to the candidate (see note silent assessors).

Introduction candidate

Candidates briefly introduce themselves.

Process of the assessment

The scheduled process is run through, hereby the following elements are agreed:

Assessment structure and order

The candidate gets a floor plan of the setup to be accomplished.
The “active” assessor explains in brief what assignments (sub-assessments) will be done and in what order.

A Orientation, unloading equipment and installation
Task description: hang and connect the luminaires (lighting instruments) as defined in the floor plan. (12 minutes)

B System setup and focus
Task description: setup the lighting control system and focus the luminaires (lighting instruments) as defined in the floor plan. (10 minutes)

C De-rigging and packing
Task description: return only the equipment used in the installation to their flight cases. (8 minutes)

Subsequent assessment methods may be necessary or already have been carried out. This should not be mentioned to the candidate and the results should not influence the assessment.
POR - Portfolio Assessment
CBI - Criterion-Based Interview

Duration of the assessment

The timing of the assessment is explained: 30 minutes for the three assignments.
The "active" assessor explains the circumstances under which an assessment will be discontinued due to exceeding the time allowed for the assessment. The candidate is advised that there is a clock in the assessment space for reference.

Responsibility

The limits of the candidates’ responsibility are explained. The "active" assessor will point out the actions that need to be done by the assessor, like switching the power on and operating the motor hoist or fly system.

Asking questions

Candidates can ask the "active" assessor all the questions they want. It is up to the assessor to decide whether the answer is part of the expected competence and if the assessor answers the questions or not. Candidates may ask about the focus specifications.

Asking for physical help

Candidates can ask for physical help with tasks they can't or shouldn't perform themselves.

Remark about assessors taking notes

It is made clear to the candidate that when the assessors take notes is not necessarily a negative signal. This is to keep the candidate at ease.

Competence assessment

Only the eleven competences will be measured, other competences are only used to measure these but will not be taken in account. For example, "use of personal protection equipment" is not directly measured, but "work with respect for own safety" is.

There are no trick situations in the assessment, but situations that also occur in normal work can be simulated.

Candidates receive the results at the end of the assessment.

Note silent assessor

The principle of the "silent" and "active" assessor is explained at the introduction of the assessors. To guarantee objectivity there is one assessor observing the process from the outside: "silent", while the second assessor is observing the process from the inside: "active".

The "active" assessor acts as an equal colleague. The candidate can treat him in this way.

Complaints and Code of Ethics

The complaints procedure and the code of ethics are repeated. The candidate should have learned about this in the information brochure and in the guidance, but it seems important to repeat this.

Floor plan for the candidate

The candidate is given a floor plan of the setup. (see 06 Floor Plan Candidate)

House Rules and Safety Briefing

Use of the fly system

The candidate is not supposed to use fly systems.

Check personal protection equipment

The assessors check whether the candidate's safety shoes (and other brought PPE) comply with the standards.

Stopping the assessment

The conditions under which an assessment can be stopped for safety reasons is briefed:

* safety of candidate
* safety of the assessors
* safety of the equipment

Short overview of the assessment space

The candidate is given a brief tour of the assessment space. Candidates are asked if they have any questions.

Note about the use of PPE

Personal PPE: Gloves, hard hats, etc, are provided by the candidate.

Based on the risk assessment of the assessment centre, candidates must perform under strict safety regulations, more concrete:

*you need to wear a hard hat when trusses or fly bars are being moved or could otherwise create a safety hazard

* gloves need to worn during activities with risk
* you need to secure all tools used on height
* we expect you to point out to colleagues unsafe situations

Maximum weight limits

The maximum weight that a single person is allowed to lift in this house is 25 kg.

Check safety equipment

The assessors verify the acceptability of candidate's safety shoes and PPE's.

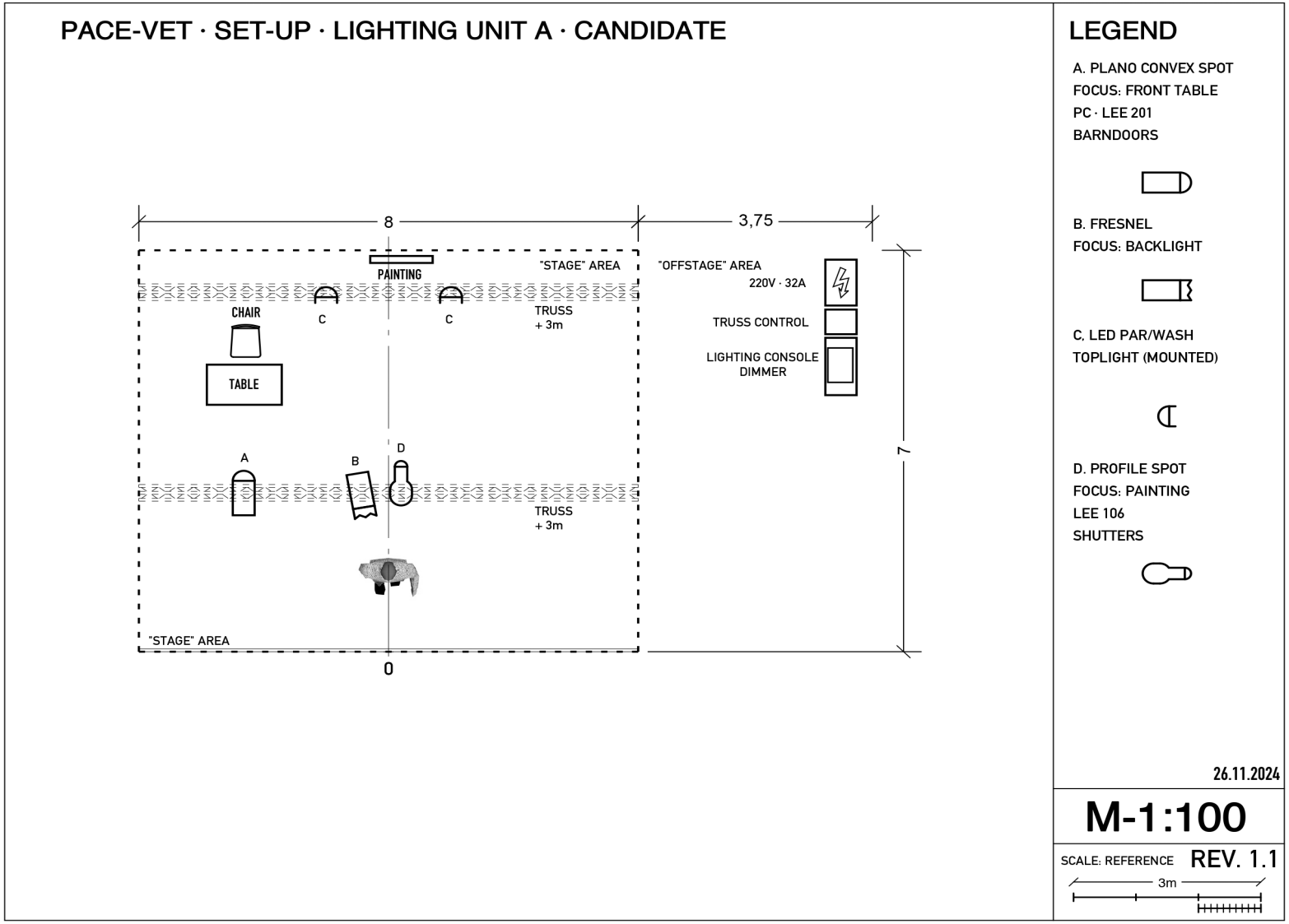
Verification ID candidate

The assessors verify the ID of the candidate.

Sign of safety briefing, rights & privacy declaration

The candidate signs the safety briefing confirmation and the rights & privacy declaration.

Floor Plan for Candidate



Assessment Procedure PACE-VET Lighting Unit A

Short Cheat Sheet for Assessment

This cheat sheet is a short reminder on how the scoring of competences works. For more detailed information, see the document "Assessor Handbook".

Competences

The test procedures include 3 assignments (sub-assessments) that measure competences derived from the ESCO framework, ETTE and the TeBeVAT Units “Lighting”. The competences are numbered from 01 to 11 in the reference table "Overview". Health & Safety competences are also respectively numbered as "H" competencesNot all competences are necessarily assessed in the Observation in a Simulated Environment.

Skills

The competences are detailed in several skills, and in the scoring sheets A to C: general statements of what you want to see, to observe, when a candidate is working.

The skills from the eleven competences are numbered in the reference table giving the competence number and a decimal behind it. (For example: "01.04")

Sub-Assessments

The complete assessment is divided in 3 sub-assessments = assignments, listed from A to C.

In the “Overview”, you can see which skill is measured in which sub-assessment.

X means a skill **is measured** at least once in a sub-assessment.

O means that a skill **can be measured** in one of the sub-assessment, these are skills that are more general and can occur at different moments.

Measuring criteria

In each sub-assessment a set of attention points are given. We call them measuring criteria. These are the concretisation of the skills in this specific assessment situation. The measuring criteria are what you need to observe in this concrete situation if the candidate masters the skill.

The reference to the “Overview” = skill measured is given at the end of the line.

Observation scores

Each measuring criterium can be marked with 3 possibilitees.

1. the measuring criterion is observed, you have seen the candidate behave in the proper way, the candidate has performed as expected.

2. the measuring criterion is not observed, the candidate did not perform as expected.

3. it was impossible to observe the behaviour. You could not see if the candidate behaved in a proper way or not. This can be caused by previous actions of because you missed something.

(We avoid to use right or wrong, because this would already include a judgement, while we only want to observe in this stadium.)

Other competences

The assessment only measures the 11 given competences, other observations should not be taken in account.

If in doubt

In case there are unclarities in the measuring criteria, the competence description and the skills prevail. It is the assessors discretion to decide.

Not measured skills

Some skills are not measured, or only measured once.

The reason for this is that they are difficult to simulate, for time or efficiency reasons.

In this case, the skills will be measured through a different assessment method.

Decision

The two assessors decide in consensus at the end of the assessment if the candidate masters all competences. It is their authority to weight each observed action and to make a final decision.

Assessment Procedure PACE-VET Lighting Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

L01: Read lighting plans		Sub-Assessment Group (Assignments) A	B	C
01.01.	Reads light plan	X		
01.02	Interprets the instructions in the light plan	X		
01.03	Selects the lighting equipment needed	X		
01.04	Checks the integration of lighting equipment	X	X	
01.05	Understands the designated placing of the fixtures	X	X	
01.06	Grasps content and artistic specifications		X	
01.07	*Compares lighting concept with local conditions and setup*	O	O	
01.08	*Evaluates requirements for technical and scenic implementation, design/artistic specs*	O	O	
01.09	*Understands different types of locations and challenges with the stage environment*	O	O	
01.10	*Knows the safety requirements for electrical equipment*	X	X	X

L02: Set up light board		A	B	C
02.01	Specifies light board position	O	O	
02.02	Takes mounting options into account	X	X	
02.03	Takes safety provisions into account	X	X	X
02.04	Carries out a visual inspection of the light board and cables for detection and assessment of damage and compliance with safety requirements	X	X	X
02.05	Sets up light board according to instructions	X	X	
02.06	Secures technical performance equipment and accessories	X	X	
02.07	Checks cables before usage	X	X	X
02.08	Places load cables	X		X
02.09	Connects to power supply	X	X	
02.10	Checks the function of the light board/lighting console	X	X	
02.11	Identifies possible errors or failures	X	X	X
02.12	*Knows the safety requirements for electrical equipment*	X	X	X

Assessment Procedure PACE-VET Lighting Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

L03: Install lighting		Sub-Assessment Group (Assignments) A	B	C
03.01	Reads the light plot and documentation	X	X	
03.02	Collects equipment according to the lighting plan	X	X	
03.03	Carries out a visual inspection of the luminaires (lighting instruments) for detection and assessment of damage and compliance with safety requirements	X	X	O
03.04	Transport devices, system parts, components, tools and other work equipment to protect them from damage	X	X	X
03.05	Attaches and sets up equipment according to the local standards and safety regulations	X	X	
03.06	Mounts and rigs technical performance equipment according to instructions and/or plans	X	X	
03.07	Check that technical performance equipment and objects can move freely during different operations when needed	X	X	
03.08	Secures technical performance equipment and accessories	X	X	
03.09	Connect devices to one another and to dimmers using control cables	X	X	
03.10	Connects to power supply	X	X	
03.11	Carries out a functional check of lighting instruments and additional devices	X	X	
03.12	Uses the light plan to determine pre-focus of lighting instruments	X		
03.13	Pre-focusses lighting instruments	X		
03.14	Identifies possible errors or failures	X	X	X
03.15	*Knows the safety requirements for electrical equipment*	X	X	X

Assessment Procedure PACE-VET Lighting Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

Sub-Assessment Group (Assignments)

L04: Distribute control signals		A	B	C
04.01	Tests control signals		X	
04.02	Places control cables	O	X	
04.03	Takes safety provisions into account	X	X	X
04.04	Mounts and rigs technical performance equipment according to instructions and/or plans	X	X	X
04.05	Secures technical performance equipment and accessories	X	X	X
04.06	Connects to load cables	O	X	
04.07	Connects to the control system	O	X	
04.08	Checks the function of the lighting board		X	
04.09	Applies and patches lighting instruments in the desk		X	
04.10	Test control signals		X	
04.11	Identifies possible errors or failures	X	X	X
04.12	*Knows different network devices, applications and data transmission (DMX; ADM; ArtNet; sACN; ACN)*	O	X	

L05: Focus lighting Instruments (luminaires)		A	B	C
05.01	Uses the light plan to position light beam from lighting instrument	X	X	
05.02	Points the fixture in the proper direction and angle	O	X	
05.03	Uses the adjustment possibilities of the lighting instrument to meet lighting requirements (focus)		X	
05.04	Uses the adjustment possibilities of the lighting instrument accessories to meet lighting requirements (focus)		X	
05.05	Securely mounts equipment according to the local standards and safety regulations	X	X	
05.06	Identifies possible errors or failures	O	X	X
05.07	*Understands of optics involved in non or single lens equipment*	O	X	

Assessment Procedure PACE-VET Lighting Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

Sub-Assessment Group (Assignments)

L06: De-rig electronic equipment		A	B	C
06.01	Powers off and disconnects in a safe manner			X
06.02	Uses specific equipment specifications when removing and storing			X
06.03	Packs equipment in an efficient and safe manner			X
06.04	Readies the equipment for transportation regarding equipment and packing specifications			X
06.05	*Different work and equipment contexts in the event and live performance industry*			
06.06	*Principles of storage packing and logistics in the event and live performance industry*			O

L07: Pack electronic equipment		A	B	C
07.01	Packs cables neat and correct			X
07.02	Secures and packs equipment for transportation			X
07.03	Packs equipment in an efficient and safe manner			X
07.04	*Knows about the value of equipment used and proper packing and storage to retain value*			
07.05	*Principles of storage packing and logistics in the event and live performance industry*			O

Health & Safety

LA08 - H01: Work with respect for own safety		A	B	C
H01.01	Understands own position in the safety chain and acts accordingly	X	X	X
H01.02	Works according safety training and instructions	X	X	X
H01.03	Protects oneself against hazards	X	X	X
H01.04	Signals risks to responsible colleagues	O	O	O
H01.05	*Understands the risks in a performance environment and the mechanisms behind them*	O	O	O

Assessment Procedure PACE-VET Lighting Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

Sub-Assessment Group (Assignments)

LA09 - H02: Work ergonomically		A	B	C
H02.01	Identifies ergonomic risks	X	X	X
H02.02	Organizes workplace ergonomically	X	X	X
H02.03	Applies the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads	X	X	X
H02.04	Uses the right equipment when lifting, carrying or moving heavy objects	X	X	X
H02.05	Asks for help for tasks you can't carry out on your own	X	X	X
H02.06	Communicates with colleagues while lifting, carrying or moving objects	X	X	X

LA10 - H03: Work safely with mobile electrical systems under supervision		A	B	C
H03.01	Reads electrical diagrams and plans for mobile electrical installations	O		
H03.02	Calculates mono-phase electric loads	X	O	
H03.03	Provides power distribution for light, stage, sound, video and rigging purposes	X	X	
H03.04	Puts cables, fuse boards and splitters in place, based on instructions	X	X	
H03.05	Connects, labels, protects, and secures cables	X	X	
H03.06	Performs visual inspection for electric risks	X	X	X
H03.07	Troubleshoots basic problems: checking cables, connections, …	X	X	X
H03.08	Uses appropriate tools and PPE's	X	X	X
H03.09	*Repairs mono-phase cables (checked by supervisor)*			
H03.10	*Acts accordingly the agreed procedure in case of an electrical accident*			

Assessment Procedure PACE-VET Lighting Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

Sub-Assessment Group (Assignments)

LA11 - H04: Follow safety procedures when working at heights		A	B	C
H04.01	Identifies/spots environmental influences and changes that affect the safe use (weather, rake, floor stability, ...)	O		
H04.02	Mounts and uses the equipment according to the safety regulations and instructions	X	X	X
H04.03	Visually inspects the equipment	X	X	X
H04.04	Applies the appropriate collective protection	X	X	X
H04.05	Uses the appropriate personal safety equipment	X	X	X
H04.06	Ensures no objects can fall during activity	X	X	X
H04.07	Secures small tools and equipment	X	X	X
H04.08	Closes off underlying areas	X	X	X
H04.09	Ensures underlying work area is free	X	X	X
H04.10	Communicates with colleagues while working on heights	X	X	X
H04.11	*Identify/spot the risks for personal injury*			

Assessment Procedure PACE-VET Lighting Unit A

Identification Sheet

Date:

Assessmnet Centre/Location:

Assessment version used:

The candidate:

Name
First name
ID nr.

The assessors

Name
First name
ID nr.

Name
First name
ID nr.

Checklist

Setup alterations	Yes	No
Detailed description		
ID check candiate	OK	Not OK
candidate has received brochure	Yes	No
candidate has received oral briefing	Yes	No
candidate has received safety check	Yes	No
candidate has signed off briefing	Yes	No
Check PPE's	OK	Not OK
Remarks		

Signed

Assessor 1 Assessor 2

Co-funded by the European Union

Assessment Procedure PACE-VET Lighting Unit A

Sign off Briefing

Date:

Assessment location:

The candidate:

Name

First name

ID nr.

Safety briefing

The candidate declares to have had a full safety briefing and has understood all the elements of the briefing.

The candidate declares to have not withhold any information about hidden disabilities, conditions, illnesses or elements that could influence the safety of the assessment.

The candidate declares to have understood his rights as stated in the information brochure concerning the assessment procedure, the ethical code and the appeal procedure on the results.

Privacy

The candidate allows the assessors and the assessment centre to use and store his personal data, for as far as needed for the test procedure, the management of the passport and the quality control of the procedures.

ID

The assessors have verified the identification documents of the candidate.

Signed

(date, candidate's signature)

Co-funded by the European Union

Assessment Procedure PACE-VET Lighting Unit A

Sub-Assessment A

Orientation, unloading equipment and installation

Method

Direct observation of the process in a simulated professional context

Documents

Floor Plan Candidate

Course of the assessment

The "active" assessor explains briefly what will be mounted and rigged on stage, based on the floor plan.

The "active" assessor gives the (oral) assignment to the candidate to unload the equipment and prepare the stage for the lighting setup.

When the participant indicates that the task is completed, the "active" assessor can ask additional questions.

Timing

12 minutes

Directions for the candidate

The candidate can, if he thinks it is necessary, request physical assistance from the "active" assessor.

The candidate cannot ask questions during the execution of the practical assessment.

The candidate may, if he wishes, give further explanation after conducting the entire assessment (A-C).

Directions for the assessors

The assessors observe the assessment without comment.

After the completion of the sub-assessment (A), the assessors can ask the candidate additional information about the operations carried out.

Assessors give no indication of the results during or after the sub-assessment.

The "active" assessor can act as a collegue, but doesn't take any initiative.

The "active" assessor only acts on requests of the candidate and does not offer help himself.

The "active" assessor communicates like a normal colleague.

Sub-Assessment A

Sub-Assignments: Attention points for quotation

A. Orientation, unloading equipment and installation 12"	Not Observed	Observed	
Starting time:			
End Time:			
Wears safety shoes	☐	☐	**H01.03**
Uses gloves	☐	☐	**H01.03**
Wears helmet	☐	☐	**H01.03**
Informs oneself about local practices	☐	☐	**01.10**
Reads plan	☐	☐	**01.01**
Orients him/herself to the location and stage setup according to the plan	☐	☐	**01.02**
Orients him/herself with the equipment at hand	☐	☐	**01.03**
Changes setup if needed	☐	☐	**01.07**
Asks "active" assessor to lower truss to working height	☐	☐	**H02.05**
Ensures underlying work area is free	☐	☐	**H04.09**
Communicates with "active" assessor during lifting process	☐	☐	**H02.06**
Takes mounting options into account	☐	☐	**02.02**
Works ergonomically	☐	☐	**H02.02**
Specifies light board position (placement by assessment centre is OK)	☐	☐	**02.01**
Selects the proper equipment	☐	☐	**01.03**
Makes sure the equipment can be integrated	☐	☐	**01.04**
Places equipment as designated in plan	☐	☐	**01.05**
Organises cases for easy access (in an efficient and ergonomic way)	☐	☐	**H02.02**
Puts cases and equipment directly in the right place	☐	☐	**H02.02**
Lifts close to the body	☐	☐	**H02.03**
Carries equipment ergonomically	☐	☐	**H02.03**
Monitors environment while carrying objects	☐	☐	**H01.05**
Takes safety provisions into account	☐	☐	**02.03**
Sets up light board according equipment instructions	☐	☐	**02.05**
Carries out a visual inspection of the light board	☐	☐	**02.04**
Checks lighting instruments before usage	☐	☐	**03.03**
Transports lighting fixtures (protecting them from damage)	☐	☐	**03.04**
Checks lighting instruments before usage	☐	☐	**03.03**
Mounts lighting fixtures	☐	☐	**03.05**
Fixes clamps properly	☐	☐	**03.05**
Secures lighting instruments with safety cable	☐	☐	**03.09**
Secures lighting instrument accessories with safety cable/other feature	☐	☐	**03.09**

Sub-Assignments: Attention points for quotation

A. Orientation, unloading equipment and installation 12"

Starting time:

End Time:

	Not Observed		Observed	
Select proper cables for system	☐	☐	☐	**03.02**
Checks cables before usage	☐	☐	☐	**02.07**
Organises cables in a proper way	☐	☐	☐	**03.04**
Connects spots properly	☐	☐	☐	**03.07**
Keeps slack in cables	☐	☐	☐	**03.08**
Uses sustainable fixing methods for the cables	☐	☐	☐	**03.09**
Secures cables at end of truss or fly bar	☐	☐	☐	**03.07**
Secures flying connections	☐	☐	☐	**H04.06**
Ensures enough cable to go high	☐	☐	☐	**03.08**
Connects cables to dimmer	☐	☐	☐	**03.10**
Ensures no power overload on power supply	☐	☐	☐	**H03.02**
Provides power distribution for lighting purposes	☐	☐	☐	**H03.03**
Performs visual inspection for electric risks	☐	☐	☐	**H03.06**
Connects to power supply	☐	☐	☐	**02.09**
Checks the function of the lighting board	☐	☐	☐	**02.10**
Identifies possible errors or failures	☐	☐	☐	**02.11**
Troubleshoots basic problems: checking cables, connections, …	☐	☐	☐	**H03.07**
Carries out functional check of lighting instruments + additional devices	☐	☐	☐	**03.12**
Identifies possible errors or failures	☐	☐	☐	**03.15**
Uses the light plan to determine pre-focus of lighting instruments	☐	☐	☐	**03.13**
Pre-focusses lighting instruments	☐	☐	☐	**03.14**
Signals risks	☐	☐	☐	**H01.04**
Protects oneself against hazards	☐	☐	☐	**H01.03**
Uses appropriate tools	☐	☐	☐	**H03.08**
Works according to rules and regulations	☐	☐	☐	**H01.02**

Sub-Assignments: Attention points for quotation

A. Orientation, unloading equipment and installation

Comments, remarks, …

Assessment Procedure PACE-VET Lighting Unit A

Sub-Assessment B

System setup and focus

Method

Direct observation of the process in a simulated professional context

Documents

Floor Plan Candidate

Course of the assessment

The "active" assessor explains very briefly what is to be focussed and refers to the floor plan.

The "active" assessor gives the (oral) assignment to the candidate to connect the lighting board to the luminaries (lighting equipment) and to focus them.

When the participant indicates that the task is completed, the "active" assessor can ask additional questions.

Timing

10 minutes

Directions for the candidate

The candidate can, if he thinks it is necessary, request physical or oral assistance from the "active" assessor.

The candidate cannot ask questions during the execution of the practical assessment.

The candidate may, if he wishes, give further explanation after conducting the entire assessment (A-C).

Directions for the assessors

The assessors observe the assessment without comment.

After the completion of the sub-assessment (B), the assessors can ask the candidate additional information about the operations carried out.

Assessors give no indication of the results during or after the sub-assessment.

The "active" assessor can act as a collegue, but doesn't take any initiative.

The "active" assessor only acts on requests of the candidate and does not offer help himself.

The "active" assessor communicates like a normal colleague.

Sub-Assessment B

Sub-Assignments: Attention points for quotation

B. System setup and focus	10"	Not Observed	Observed	
Starting time:				
End Time:				
Applies and patches lighting instruments in the desk	☐	☐	☐	**04.09**
Tests control signals	☐	☐	☐	**04.10**
Identifies possible errors or failures	☐	☐	☐	**04.11**
Asks "active" assessor to raise truss to focus height	☐	☐	☐	**H02.05**
Ensures all equipment can be moved safely	☐	☐	☐	**03.08**
Checks above area is free before moving upwards	☐	☐	☐	**03.08**
Communicates with "active" assessor during lifting process	☐	☐	☐	**H02.06**
Checks ladder before use	☐	☐	☐	**H02.03**
Carries ladder in an appropriate way	☐	☐	☐	**H04.03**
Asks "active" assessor for help setting up the ladder	☐	☐	☐	**H02.05**
Asks "active" assessor to hold the ladder (debatable = no consensus)	☐	☐	☐	**H02.05**
Ensures helper (active assessor) wears hard hat	☐	☐	☐	**H04.04**
Checks for objects in pockets	☐	☐	☐	**H04.06**
Climbs ladder the proper way	☐	☐	☐	**H04.02**
Works with face to ladder, tips of foot to ladder (not backwards)	☐	☐	☐	**H04.02**
Moves ladder when objects are out of reach	☐	☐	☐	**H02.01**
Communicates with "active" assessor when using ladder	☐	☐	☐	**H02.06**
Follows light plan when focussing	☐	☐	☐	**05.01**
Points and angles lighting instruments properly	☐	☐	☐	**05.02**
Focusses lighting instruments	☐	☐	☐	**05.03**
Uses lighting instrument accessories to meet requirements	☐	☐	☐	**05.04**
Secures lighting instruments and accessories in focussed position	☐	☐	☐	**H02.06**
Sets light board settings according to light plan	☐	☐	☐	**02.10**
Signals risks	☐	☐	☐	**H01.04**
Protects oneself against hazards	☐	☐	☐	**H01.03**
Uses appropriate tools	☐	☐	☐	**H03.08**
Works according to rules and regulations	☐	☐	☐	**H01.02**

Sub-Assignments: Attention points for quotation

Comments, remarks, …

Assessment Procedure PACE-VET Lighting Unit A

Sub-Assessment C

De-rigging and packing

Method

Direct observation of the process in a simulated professional context

Documents

Floor Plan Candidate

Course of the assessment

The "active" assessor gives the (oral) assignment to the candidate to de-rig the equipment that has been mounted by the candidate and to pack these back into the cases.

When the participant indicates that the task is completed, the "active" assessor can ask additional questions.

Timing

8 minutes

Directions for the candidate

The candidate can, if he thinks it is necessary, request assistance from the "active" assessor.

The candidate cannot ask questions during the execution of the practical assessment.

The candidate may, if he wishes, give further explanation after conducting the entire assessment (A-C).

Directions for the assessors

The assessors observe the assessment without comment.

After the completion of the sub-assessment (C), the assessors can ask the candidate additional information about the operations carried out.

Assessors give no indication of the results during or after the sub-assessment.

The "active" assessor can act as a collegue, but doesn't take any initiative.

The "active" assessor only acts on requests of the candidate and does not offer help himself.

The "active" assessor communicates like a normal colleague.

Sub-Assessment B

Sub-Assignments: Attention points for quotation

C. De-rigging and packing	8"	Not Observed	Observed	
Starting time:				
End Time:				
Powers off system	☐	☐	☐	**06.01**
Organises cases for easy access (in an efficient and ergonomic way)	☐	☐	☐	**H02.02**
Puts cases and equipment directly in the right place	☐	☐	☐	**H02.02**
Asks "active" assessor to lower truss to working height	☐	☐	☐	**H02.05**
Ensures underlying work area is free	☐	☐	☐	**H04.09**
Ensures all equipment can be moved safely	☐	☐	☐	**03.08**
Communicates with "active" assessor during lifting process	☐	☐	☐	**H02.06**
Performs visual inspection for electric risks	☐	☐	☐	**H03.06**
Disconnects cables	☐	☐	☐	**06.02**
Ensures pens of plugs don't fall and hit the floor when taken down	☐	☐	☐	**06.02**
Removes cables first	☐	☐	☐	**06.02**
Puts cables directly in cases	☐	☐	☐	**06.03**
Stores cables neat and correct	☐	☐	☐	**07.01**
Stores cable accessories ("velcro" ties)	☐	☐	☐	**06.02**
Removes equipment	☐	☐	☐	**06.02**
Puts equipment directly in the right case	☐	☐	☐	**06.03**
Makes sure cables and equipment have not been damaged (visual check)	☐	☐	☐	**06.04**
Secures and packs equipment for transportation	☐	☐	☐	**07.02**
Makes sure everything is packed before closing cases	☐	☐	☐	**07.03**
Uses gloves	☐	☐	☐	**H01.04**
Signals risks	☐	☐	☐	**H01.04**
Protects oneself against hazards	☐	☐	☐	**H01.03**
Uses appropriate tools	☐	☐	☐	**H03.08**
Works according to rules and regulations	☐	☐	☐	**H01.02**

Sub-Assignments: Attention points for quotation

Comments, remarks, …

Result PACE-VET Assessment: Lighting Unit A

(return document to assessment center)

The candidate: _____ Assessed at: _____

☐ Masters all competences and passed the assessment

☐ Did not pass the test

Has shown to master the competences of the assessments below

	Sub-Assessments	
A	☐	Orientation, unloading equipment and installation
B	☐	System setup and focus
C	☐	De-rigging and packing

☐ Learning and/or training advice:

Remarks / attention points

Assessor 1 (name and signature) Assessor 2 (name and signature)

Co-funded by the European Union

Notes for assessment centre

(return document to assessment center)

Assessment of cadidate: _____

Assessment site: _____

Assessment date: _____

Remarks about:

- ☐ Organisation (planning, communication, etc.)
- ☐ Candidate
- ☐ Equipment
- ☐ Assessment centre
- ☐ Procedure

Remarks / attention points:

Assessor 1 (name and signature)

Assessor 2 (name and signature)

Co-funded by the European Union

Assessment procedure PACE-VET Lighting Unit "A"

Change Log

Version 1.01 (from version 1.0) after assessment procedures in May 2024 in Bergen op Zoom

Course procedure updated
Some luminaires (lighting instruments) are already hung (time issues)
Two trusses are used - only the fornt truss needs to be moved.
Equipment list updated
Attention points updated
Floor Plans updated (1.1)
29.11.24

OPEN LICENSE · Erasmus+ Open Access Requirement
All PACE-VET materials are Open Educational Resources (OERs) according to "Creative Commons".
You may use them for free, but you need to notify us when you share them.
In these cases, please send an email with the specific details to PACE-VET@ettec.eu.
The translation of materials is allowed, but please mention that the translations are not official versions. Reproduction and storage in electronic systems is permitted after notification.

All illustrations and media are free of copyright (for non-commercial use only!).

Co-funded by the European Union

	Field	Field of competence	Sub-field of competence	Place in the process	Level	Chronological	Assessment Group	PROJECT ID	ESCO Concept URI	ESCO Title	ESCO Description	SKILLS	KNOWLEDGE	AUTONOMY / ATTITUDE	Assessment Methods: Structured Portfolio - S	Structured Portfolio	Observation - Simulated Environment	Observation - On Site	Final Site Excercise	Role Play	Criterion-Based Interview	Written Test (Multiple Choice)	Written Test (Open Answers)	Oral Examination	Pitch / Presentation / Elevator	TRAINING	Hours / Credits
SA01	Sound	02	00	20	04	10	A	PV	LINK	Fit up sound on stage	Set up, rig, connect, test and tune audio equipment on stage.	SA01.01 Read the documentation SA01.02 Collect the planned equipment SA01.03 Fix and secure equipment according to documents SA01.04 Pre-focus speakers SA01.05 Connect equipment to electrical system SA01.06 Connect equipment to amplifiers or stage box (if any) SA01.07 Fix and secure the connections	SKA01.01 Understanding of drawings, symbols and scales SKA01.02 Rigging methods SKA01.03 Handling procedures for sound equipment SKA01.04 Different types of signals SKA01.05 Different types of cables and connectors	AA.13 wareness of risks related to sound levels AA.20 Cooperates AA.36 Respect for the artistic quality of the production AA.39 Respect for the team AA.40 Respect of the timeline AA.41 Safety awareness AA.43 Sense of methodology	S																		
SA02	Sound	02	00	20	04	11	A	PV	LINK	Set up sound reinforcement system	Arrange an analogue sound reinforcement system in a live situation.	SA02.01 Read the documentation SA02.02 Collect the planned equipment SA02.03 Fix and secure equipment SA02.04 According to documents pre-focus speakers SA02.05 Adjust the focusing of the speakers SA02.06 Adjust the settings such as delay lines, speaker EQ's, crossovers etc. SA02.07 Connect equipment to electrical system SA02.08 Connect equipment to amplifiers or stage box (if any) fix and secure the connections	SKA02.01 Understands of drawings, symbols and scales SKA02.02 Rigging methods SKA02.03 Handling procedures for sound equipment SKA02.04 Different types of signals SKA02.05 Different types of cables and connectors SKA02.06 Requirements of the production SKA02.07 System settings	AA.13 wareness of risks related to sound levels AA.20 Cooperates AA.36 Respect for the artistic quality of the production AA.39 Respect for the team AA.40 Respect of the timeline AA.41 Safety awareness AA.43 Sense of methodology	S																		
SA03	Sound	02	00	20	04	20	B	PV	LINK	Perform technical sound check	Prepare and run a technical sound check before rehearsals or live shows. Check instrument setup and ensure correct functioning of the audio equipment. Anticipate possible technical problems during a live show.	SA03.01 Interpret the system layout SA03.02 Adjust the placement of the equipment SA03.03 Check the connections + secure cables SA03.04 Test the signals SA03.05 Test and prepare playback media SA03.06 Locate, detect and solve problems	SKA03.01 Understands documentation SKA03.02 User level troubleshooting of sound equipment	AA.13 Awareness of risks related to sound levels AA.22 Deals with pressure and setbacks AA.37 Respect for the equipment	S																		
HEALTH & SAFETY																											
SA04	Health & Safety	60	20	00	03	01	A B C	ET	LINK	Work with respect for own safety	Apply the safety rules according to training and instruction and based on a solid understanding of the prevention measures and risks to your own personal health and safety.	SA04.01 Understand the risks in a performance environment and the mechanisms behind them SA04.02 Understand your own position in the safety chain and act accordingly SA04.03 Work according to safety training and instructions SA04.04 Protect oneself against hazards SA04.05 Signal risks to a responsible person	SKA04.01 Accident theory SKA04.02 Five steps to reduce risk SKA04.03 Your rights and obligations	AA.13 Awareness of your own behaviour AA.41 Safety awareness	S						S										
SA05	Health & Safety	60	45	00	03	07	A B C	ET	LINK	Work safely with mobile electrical systems under supervision	Take the necessary precautions while providing temporary power distribution independently. Measure and power up an installation.	SA05.01 Provide power distribution for light, stage, sound, video and rigging purposes SA05.02 Calculate mono-phase electric loads SA05.03 Put cables, fuse boards and splitters in place, based on instructions SA05.04 Connect, label, protect, and secure cables SA05.05 Perform visual inspections for electrical risks SA05.06 Troubleshoot basic problems : checking cables, connections, .. SA05.07 Act according to the agreed procedure in case of an electrical accident ETTE 1_25 DIFFERENT!	SKA05.01 Basic electrical concepts and calculations SKA05.02 Electrical Risks SKA05.03 Protection against electrical risks SKA05.04 Cables and connections SKA05.05 Body protection SKA05.06 Eye and face protection	AA.09 Awareness of others' behaviour AA.11 Awareness of invisible risks	S																		
SA06	Health & Safety	60	45	00	03	17	A B C	ET	LINK	Ensure safety of mobile electrical systems	Assess and react to an emergency, such as fires, threats, accidents or other calamities by alerting emergency services and by taking appropriate measures to safeguard or evacuate workers, participants, visitors or audience according to established procedures.	SA06.01 Put cables, fuse boards and splitters in place, based on written documentation SA06.02 Connect power (to main plug) SA06.03 Organize distribution according the needs and requirements of the equipment SA06.04 Calculate the power needs to avoid overloads	SKA06.01 Basic electrical concepts and calculations SKA06.02 Electrical Risks SKA06.03 Protection against electrical risks SKA06.04 Cables and connections SKA06.05 Body protection SKA06.06 Eye and face protection SKA06.07 Knowledge of the permanent electrical system SKA06.08 Knows the need for the separate electrical zero for the different departments SKA06.09 Know electrical regulations and code of practice SKA06.10 Know the importance of a equipotential connections	AA.14 Awareness of raised levels of risk	S						S										
SA07	Health & Safety	60	00	00	03	06	B	ET	LINK	Follow safety procedures when working at heights	Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at heights. Prevent endangering people working under these structures.	SA07.01 Select and use the appropriate equipment to go to the high working post SA07.02 Identify / spot environmental influences and changes that affect the safe use (weather, rules, floor stability,..) SA07.03 Ensure underlying work area is free SA07.04 Mount and use the equipment according to the safety regulations and instructions SA07.05 Visually inspect the equipment SA07.06 Apply the appropriate collective protection SA07.07 Use the appropriate personal protection equipment SA07.08 Ensure no objects can fall during activity SA07.09 Secure small tools and equipment SA07.10 Close off underlying areas SA07.11 Communicate with colleagues while working at height	SA07.01 Ladders SA07.02 Mobile tower scaffold SA07.03 Mobile elevating work platform SA07.04 Fall protection	AA.41 Safety awareness	S						S										
SA08	Health & Safety	60	20	00	03	03	A B C	ET	LINK	Work ergonomically	Apply ergonomy principles in the organisation of the workplace and while manually handling equipment and materials.	SA08.01 Identify ergonomic risks SA08.02 Organise workplace ergonomically SA08.03 Apply the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads SA08.04 Use the right equipment when lifting, carrying or moving heavy objects SA08.05 Ask for help for tasks you can't carry out on your own SA08.06 Communicate with colleagues while lifting, carrying or moving objects	SKA08.01 Risks as result of manual handling SKA08.02 Ergonomical methods SKA08.03 Equipment for lifting, carrying or moving	AA.12 Awareness of long term impact on personal health	S						S										
SA09 TTT-LPT	General	00	00	00	02	01	A C	TTT	NO ESCO SKILL	Get in and get out performance equipment	Getting in and getting out scenery, sound, light and video equipment on the stage and storing environment	SA09.01 Handle equipment safely SA09.02 Is able to recognise possible damage SA09.03 Communicates about damage to the appropriate person SA09.04 Is able to use the proper gateways and routes SA09.05 Uses the right equipment to transfer items	SKA09.01 Understands the value of the equipment SKA09.02 Equipment know-how SKA09.03 Knowledge of the logistical environment	AA.04 Accuracy AA.26 Feels responsible AA.37 Respect for the equipment AA.46 Works under supervision	S						S										

MODULE	ESCO Title	ESCO Description	Skill-ID	ETTE	SKILLS	Criteria-ID	Criteria	Know-ID	KNOWLEDGE BLOCKS	Criteria-ID	Criteria	AA-ID	AUTONOMY / ATTITUDE	Criteria-ID	Criteria
SA01	Fit up sound on stage	Set up, rig, connect, test and tune audio equipment on stage.	SA01.01		Read the documentation	01.11	Interpret scenographical and venue drawings	SKA01.01	Understanding of drawings, symbols and scales	SKA01.11	Knows drawings, symbols and scales used in sound design plans	AA.15	Awareness of riSKAs related to sound levels	AA.151	The ability to perceive and understand potential riSKAs related to raised high sound levels.
						01.12	Grasp content and artistic specifications	SKA01.02	Rigging methods	SKA01.21	Knows different types of rigging methods and materials				
						01.13	Evaluate requirements for technical and scenic implementation, in particular design and artistic specifications	SKA01.03	Handling procedures for sound equipment	SKA01.31	Knows different types of sound equipment and their conditions for use	AA.20	Cooperates	AA.201	Acts or works together for a shared purpose.
						01.14	Compare sound concept with local conditions and setup	SKA01.04	Different types of signals	SKA01.41	Know different analogue devices, applications and data transmission	AA.36	Respect for the artistic quality of the production	AA.361	The ability to value the artistic concept and vision of the production and act on it.
			SA01.02		Collect the planned equipment	01.21	Collect the equipment as defined in the documentation			SKA01.42	Know different network devices, applications and data transmission (Ethernet networks: OPEN: Dante / EtherSound / CobraNet, CLOSED: Nexus, Rocknet and Optocore…)	AA.39	Respect for the team	AA.391	The ability to value each participant of the work process - their individualities and the contribution they make.
						01.22	Check the integration of sound equipment (microphones, amplifiers, sound control desks, cables)	SKA01.05	Different types of cables and connectors	SKA01.51	Knows the differences in plug connections and plug devices in regard to the application			AA.392	Honors colleagues in the team by exhibiting care, concern, or consideration for their needs or feelings.
			SA01.03		Fix and secure equipment according to documents	01.31	Attach and mount equipment according to the local standards and safety regulations					AA.40	Respect for the timeline	AA.401	The ability to perceive and understand the way that work is planned and act to it.
						01.32	Connect devices to one another using control cables					AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.
			SA01.04		Pre-focus speakers	01.41	Pre-focus speakers to achieve the planned sound quality and specifications					AA.43	Sense of methodology	AA.431	The ability to do things carefully, thoroughly, and in order, following a system of methods, principles, and rules.
			SA01.05		Connect equipment to electrical system	01.51	Connect amplifiers and/or active speakers using load cables								
			SA01.06		Connect equipment to amplifiers or stage box (if any)	01.61	Connect devices to amplifiers using control cables								
			SA01.07		Fix and secure the connections	01.71	Organises cables in a proper way								
						01.72	Secures cables as necessary								
SA02	Set up sound reinforcement system	Arrange an analogue sound reinforcement system in a live situation.	SA02.01		Read the documentation	02.11	Specify lighting board and position, taking into account mounting options and safety provisions	SKA02.01	Understanding of drawings, symbols and scales	SKA02.11	Knows drawings, symbols and scales used in sound design plans	AA.15	Awareness of risks related to sound levels	AA.151	The ability to perceive and understand potential risks related to raised high sound levels.
		MANY SKILLS / KNOWLEDGE BLOCKS ALSO IN SA01				02.12	Grasp content and artistic specifications	SKA02.02	Rigging methods	SKA02.21	Knows different types of rigging methods and materials	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.
						02.13	Evaluate requirements for technical and scenic implementation, in particular design and artistic specifications	SKA02.03	Handling procedures for sound equipment	SKA02.31	Knows different types of sound equipment and their conditions for use				
						02.14	Compare sound concept with local conditions and setup	SKA02.04	Different types of signals	SKA02.41	Know different analogue devices, applications and data transmission				
			SA02.02		Collect the planned equipment	02.21	Collect the equipment as defined in the documentation			SKA02.42	Know different network devices, applications and data transmission (Ethernet networks: OPEN: Dante / EtherSound / CobraNet, CLOSED: Nexus, Rocknet and Optocore…)				
						02.22	Check the integration of sound equipment (microphones, amplifiers, sound control desks, cables)	SKA02.05	Different types of cables and connectors	SKA02.51	Knows the differences in plug connections and plug devices in regard to the application				
			SA02.03		Fix and secure equipment according to documents	02.31	Attach and mount equipment according to the local standards and safety regulations	SKA02.06	Requirements of the production	SKA02.61	Knows how to translate and implement the content and artistic specifications using the equipment				
						02.32	Connect devices to one another using control cables	SKA02.07	System settings		Knows how to set system and accessoriy settings to achieve the desired sound qualities				
			SA02.04		Pre-focus speakers	02.41	Pre-focus speakers to achieve the planned sound quality and specifications								
			SA2.05		Adjust the focusing of the speakers	02.51	Focus speakers to achieve the planned sound quality and specifications								
			SA2.06		Adjust the settings such as delay lines, speaker EQ's, crossovers etc.	02.62	Use accessories and sound console features to adjust the quality of the sound transmission								
			SA02.07		Connect equipment to electrical system	02.71	Connect amplifiers and/or active speakers using load cables								
			SA02.07		Connect equipment to amplifiers or stage box (if any)	02.81	Connect devices to amplifiers using control cables								
SA03	Perform technical sound check	Prepare and run a technical sound check before rehearsals or live shows. Check instrument setup and ensure correct functioning of the audio equipment. Anticipate possible technical problems during a live show.	SA03.01		Interpret the system layout	03.11	Understands the design and purpose of the sound system layout and documentation	SKA03.01	Understands documentation	SKA03.11	Knows the technical aspects of sound control, transmission and reproduction	AA.15	Awareness of risks related to sound levels	AA.151	The ability to perceive and understand potential risks related to raised high sound levels.
						03.12	Can control and adjust system settings to achieve the required technical and artistic results			SKA03.12	Knows the different types of equipment and the related accessories	AA.22	Deals with pressure and setbacks	AA.221	Is prepared for the burden of physical or mental distress and negative experiences and things or situations that cannot be changed and acts accordingly.
			SA03.02		Adjust the placement of the equipment	03.21	Places devices, system parts, and components as needed to achieve the required technical and artistic results	SKA03.02	User level troubleshooting of sound equipment	SKA03.21	Knows how to locate problems and to alllliviate them in sound equipment	AA.37	Respect for the equipment	AA.371	The ability to treat the equipment with care
			SA03.03		Check the connections • secure cables	03.31	Checks all cable connections for proper functioning of the system								
						03.32	Secures cables as necessary								
			SA03.04		Test the signals	03.41	Performs a test of the transmission of signals in the sound system								
			SA03.05		Test and prepare playback media	03.51	Prepares playback media and playback devices, connecting and imtegrating them to the system								
						03.52	Runs a test of playback media and playback devices, ensuring their availability and performance								
			SA03.06		Locate, detect and solve problems	03.61	Identifies and locates possible errors or failures and is able to solve them								
	HEALTH & SAFETY														
SA04	Work with respect for own safety	Apply the safety rules according to training and instruction and based on a solid understanding of the prevention measures and risks to your own personal health and safety.	SA04.01	E01.01	Understand the risks in a performance environment and the mechanisms behind them	04.01	Can explain and react to risks in a performance environment	SKA04.01	Accident theory	SKA04.11	Understands the mechanism behind the occurrence of accidents.	AA.13	Awareness of your own behaviour	AA.131	The ability to perceive and understand the way that you act as an individual in relation to others.
ETTE 01			SA04.02	E01.02	Understand your own position in the safety chain and act accordingly	04.02	Asks to lower flybar/truss	SKA04.02	Five steps to reduce risk	SKA04.21	Understands how to eliminate risks	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.
						04.02	Asks to raise flybar/truss			SKA04.22	Knows the use of collective protection				
			SA04.03	E01.03	Work according to safety training and instructions	04.03	Carries ladder in apropriate way			SKA04.23	Knows the use of individual protection				
						04.03	Places ladder in reach of work			SKA04.24	Knows about training to reduce risks				
						04.03	Works according given safety instructions			SKA04.25	Knows about the importance of Information, notifications and warnings				
			SA04.04	E01.04	Protect oneself against hazards	04.04	Protects oneself against hazards	SKA04.03	Your rights and obligations	SKA04.31	Knows the basic rights and obligations of employer and employee.				
						04.04	Wears safety shoes								
			SA04.05	E01.05	Signal risks to a responsible person	04.05	Signals risks								
						04.05	Asks for help setting up the ladder								
SA05	Work safely with mobile electrical systems under supervision	Take the necessary precautions while providing temporary power distribution	S05.01	E07.01	Read electrical diagrams and plans for mobile electrical installations	05.01	Reads electrical plan	SKA05.01	Basic electrical concepts and calculations	SKA05.11	Knows basic electrical concepts and calculations	AA.09	Awareness of others' behaviour	AA.091	The ability to perceive and understand the way that others act as an individual in relation to you.
ETTE 07			S05.02	E07.02	Calculate mono-phase electric loads	05.02	Ensures there is no power overload on a cable	SKA05.02	Electrical risks	SKA05.21	Knows electrical risks	AA.11	Awareness of invisible risks	AA.111	The ability to perceive and understand less obvious or visible potential risks.
			S05.03	E07.03	Provide power distribution for light, stage, sound, video and rigging purposes	05.03	Organises cables in a proper way	SKA05.03	Protection against electrical risks	SKA05.31	Knows how to protect against electrical risks				
						05.03	Keeps slack in cable	SKA05.04	Cables and connections	SKA05.41	Knows the key elements of cables: type, type of plug, cable material and classification, section of the cable, length, and working voltage				
			S05.04	E07.04	Put cables, fuse boards and splitters in place, based on instructions	05.04	Connects sound equipment properly			SKA05.42	Knows how to pull and lay cables and fix and secure connections				
						05.04	Connects cables to power supply	SKA05.05	Body protection	SKA05.51	Knows the proper body protection for working with mobile electrical systems				
						05.04	Removes cables from power supply before disconnecting equipment	SKA05.06	Eye and face protection	SKA05.61	Knows the proper body protection for working with mobile electrical systems				
			S05.05	E07.05	Connect, label, protect, and secure cables	05.05	Secures cables on truss or fly bar								
						05.05	Secures cables at end of truss or fly bar								
						05.05	Secures electrical connections on fly bar or truss								
						05.05	Secures "pick" cables in relation to stage and equipment								
						05.05	Secures cables at end of truss or fly bar								
						05.05	Does not pull cables to cut tape								
						05.05	Ensures pens of plugs don't fall and hit the floor when taken down								
						05.05	Disconnects cables first								
			S05.06	E07.06	Perform visual inspections for electrical risks	05.06	Checks cables before usage								
			S05.07	E07.07	Troubleshoot basic problems: checking cables, connections, …	05.07	Checks cables before usage								
			S05.08	E07.08	Repair mono-phase cables (checked by supervisor)		Not applicable in the OSE assessment								
			S05.09	E07.09	Use appropriate tools and PPE's	05.09	Uses the appropriate tools								
			S05.10	E07.10	Act according to the agreed procedure in case of an electrical accident		Not applicable in the OSE assessment								
SA06	Ensure safety of mobile electrical systems	Take the necessary precautions while providing temporary power distribution for performance and art facility purposes under supervision.	SA06.01		Put cables, fuse boards and splitters in place, based on written documentation	06.01	Puts cables, fuse boards and splitters in the proper place according to the documentation	SKA06.01	Basic electrical concepts and calculations	SKA06.11	Knows basic electrical concepts and calculations	AA.14	Awareness of raised levels of risk	AA.141	The ability to perceive and understand potential risks that may be greater (higher) than perceived.

			SA06.02		Connect power (to main plug)	06.02	Connects power to the mains electrical supply	SKA06.02	Electrical Risks	SKA06.21	Knows electrical risks						
			SA06.03		Organize distribution according the needs and requirements of the equipment	06.03	Organizes the distribution of power cables according to the needs and requirements of the equipment	SKA06.03	Protection against electrical risks	SKA06.31	Knows how to protect against electrical risks						
			SA06.04		Calculate the power needs to avoid overloads	06.04	Calculates the power needs before connection to avoid overloads	SKA06.04	Cables and connections	SKA06.41	Knows the key elements of cables: type, type of plug, cable material and classification, section of the cable, length, and working voltage						
										SKA06.42	Knows how to pull and lay cables and fix and secure connections						
								SKA06.05	Body protection	SKA06.51	Knows the proper body protection for working with mobile electrical systems						
								SKA06.06	Eye and face protection	SKA06.61	Knows the proper eye and face protection for working with mobile electrical systems						
								SKA06.07	Know electrical regulations and code of practice	SKA06.71	Knows the local safety regulations and requirements for electrical equipment						
								SKA06.08	Know the importance of a equipotential connections	SKA06.81	Understands electrical theory and safety requirements regarding equipotential bonding						
SA07	Work ergonomically	Apply ergonomic principles in the organisation of the workplace and while manually handling equipment and materials.	SA07.01	E03.01	Identify ergonomic risks	07.01	Checks weight of cases	SKA07.01	Risks as a result of manual handling	SKA07.11	Can identify and assess ergonmoic risks	AA.13	Awareness of your own behaviour	AA.131	The ability to perceive and understand the way that you act as an individual in relation to others.		
ETTE 03			SA07.02	E03.02	Organise workplace ergonomically	07.02	Puts cases and equipment directly in the right place	SKA07.02	Ergonomical methods	SKA07.21	Knows the specific lifting approaches for manual handling						
						07.02	Organises cases for easy access	SA07.03	Equipment for lifting, carrying or moving	SKA07.31	Knows the specific equipment and their use cases for lifting, carrying or moving.						
						07.02	Positions cases in an efficient and ergonomical way										
			SA07.03	E03.03	Apply the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads	07.03	Lifts close to body										
						07.03	Carries sound equipment ergonomically										
						07.03	Puts cables directly in cases										
						07.03	Carries lighting equipment directly to cases										
						07.03	Works ergonomic										
						07.03	Works efficient										
			SA07.04	E03.04	Use the right equipment when lifting, carrying or moving heavy objects												
			SA07.05	E03.05	Ask for help for tasks you can't carry out on your own	07.05	Asks for help										
			SA07.06	E03.06	Communicate with colleagues while lifting, carrying or moving objects	07.06	Communicates with active assessor when lifting										
SA08	Follow safety procedures when working at heights	Take necessary precautions and follow a set of measures that assess, prevent and tackle risks when working at heights. Prevent endangering people working under these structures.	SA08.01	E06.01	Select and use the appropriate equipment to go to the high working post	08.01	Uses ladder	LKA08.01	Ladders	LKA08.11	Knows the basic rules when working with ladders	AA.41	Safety awareness	AA.411	The ability to perceive risks and respond to them.		
ETTE 06	Work safely at heights	NOT ALL COMPETENCES	SA08.02	E06.02	Identify / spot environmental influences and changes that affect the safe use (weather, rake, floor stability…)	08.02	Not applicable in this assessment	LKA08.02	Mobile tower scaffold		Not applicable in this assessment						
			SA08.03	E06.03	Mount and use the equipment according to the safety regulations and instructions	08.03	Places ladder in reach of work	LKA08.03	Mobile elevating work platform		Not applicable in this assessment						
						08.03	Asks active assessor to hold the ladder	LKA08.04	Fall protection		Not applicable in this assessment						
						08.03	Climbs ladder in the proper way										
						08.03	Works with face to ladder, tips of foot to ladder (not backwards)										
						08.03	Moves ladder when objects are out of reach										
			SA08.04	E06.04	Visually inspect the equipment	08.04	Does a visual inspection of the equipment										
						08.04	Checks ladder before use										
			SA08.05	E06.05	Apply the appropriate collective protection	08.05	Applies appropriate collective protection										
			SA08.06	E06.06	Use the appropriate personal protection equipment	08.06	Wears hard hat										
			SA08.07	E06.07	Ensure no objects can fall during activity	08.07	Checks for objects in pockets										
			SA08.08	E06.08	Secure small tools and equipment	08.08	Secures tools used										
			SA08.09	E06.09	Close off underlying areas	08.09	Secures area below										
			SA08.10	E06.10	Ensure underlying work area is free	08.10	Ensures space under action is free										
						08.10	Checks above area is free before moving upwards										
			SA08.11	E06.11	Communicate with colleagues while working at height	08.11	Warns colleagues										
						08.11	Communicates with active assessor										
	NO ESCO COMPETENCE:																
SA09	Get in and get out performance equipment	Getting in and getting out scenery, sound, light and video equipment on the stage and storing environment	SA09.01		Handle equipment safely	09.01	Transports devices, system parts, components, tools and other work equipment protecting them from damage	SKA09.01	Understands the value of the equipment	SKA09.11	Knows the value of the sound equipment being used	AA.04	Accuracy	AA.041	The ability to be precise and exact.		
			SA09.02		Is able to recognise possible damage	09.02	Checks equipment and all cable connections for proper functioning of the system	SKA09.02	Equipment know-how	SKA09.21	Knows the different types of sound equipment and the related accessories and how they should be handled	AA.26	Feels responsible	AA.261	Is reliable as the recipient of another's trust or confidence.		
			SA09.03		Communicate about damage to the appropriate person	09.03	Reports any damage to the appropriate person			SKA09.22	Knows the different types of equipment and the related accessories for getting in and out of venues	AA.37	Respect for the equipment	AA.371	The ability to treat the equipment with care.		
			SA09.04		Is able to use the proper gateways and routes	09.04	Uses gateways and routes in relation to the equipment and processes to be done	SKA09.03	Knowledge of the logistical environment	SKA09.31	Knows the logistical environment and can plan and execute the movement of equipment accordingly	AA.46	Works under supervision	AA.461	Works according to instructions given by a supervisor.		
			SA09.05		Uses the right equipment to transfer items	09.05	Uses the proper equipment when transferring items that cannot be handled manually										

PACE-VET · Sound Unit A

Procedure Manual for Assessment

Version 1.0
Datum 29.11.2024

Co-funded by the European Union

Assessment procedure PACE-VET Sound Unit A

Introduction

	P	
01	1	This document is the procedure manual for the practical assessment procedure (Observation in a Simulated Environment), developed in the PACE-VET project. It contains all documents needed to execute the assessment and guides you through the whole procedure. It contains three parts, the documents needed for preparation and introduction, the actual assessment documents and the results document.

Content

	Part 1: Preparation	
02	2-3	Course Procedure Course of the assessment an overview of the whole assessment procedure
03	4-5	Technical Rider Equipment list, gives an overview of all the equipment needed to prepare and carry out the assessment Setup, a guideline and checklist to create the assessment setup
04	6	Floor Plan Setup
05	7-9	Introduction for the candidate · Checklist
06	10	Floor Plan Candidate Drawing accompanying the introduction
07	11	A cheat sheet for the assessors, repeating the most important elements of the assessment documents.
08	12-15	Overview Competences Reference document, a table matching the competences with the actual assessments.
	Part 2: Assessment	
09	16	Identification Sheet
10	17	Document to sign off the Safety Briefing
	Sub-assessment documents	
11	18-20	A. Orientation, Unloading Equipment and Installation
12	21-23	B. System Set-up and Technical Sound Check
13	24-26	C. De-rigging and Packing
	Part 3: Results document	
14	27	Assessment results document
15	28	Notes to the assessment centre document
		Change log & License

Assessment procedure PACE-VET Sound Unit A

General course of the Assessment in a Simulated Environment (OSE)

The assessors check in advance, before the candidate enters the room, if all the equipment is present (see technical rider) and in good working order. The assessors ensure the setup matches the setup plan. Assessors can decide in concensus and based on local circumstances, adapt the assessment setting if all assessmented elements are included. Adaptations have to be noted in the final report.

The candidate has received in advance a brochure describing the whole procedure and all the elements of the introduction.

The candidate will receive an oral introduction which walks them through the entire procedure and arrangements. (see checklist introduction)

Before starting the assessment, the candidate has the opportunity to get aquainted with the assessment space and ask questions.

The candidate receives a comprehensive safety briefing, based on the risk analysis of the assessment situation, at the start of the assessment (see checklist introduction). This includes the responsibilities of their function and respecting the house rules..

At the end of the introduction, the candidate is asked to sign off the briefing document. This document ensures that all safety and privacy issues are clear for the candidate.

The "active" assessor instructs the candidate briefly (including the notes for the candidate in each assessment). The candidate can ask questions (or for physical help) to this assessor. The "silent" assessor observes without comment.

The active assessor functions as a colleague without being proactive. Active assessors should not take initiative and act only when asked by the candidate.

The active assessor will perform tasks that are out of the responsibility of the candidate, like switching power, and operating motors or fly bars.

The different assessment groups are linked together like a chain. The consecutive points build on the results of each other. If one result is compromised, the assessors can adapt the next attention point in the assessment.

Safety

The candidate must bring his own safety shoes and can bring gloves, ear protection, etc..

Assessors can stop the assessment if the safety of the candidate, the assessors or the equipment is seriously compromised.

Total duration

The duration of an assessment is about 30 minutes, not including introduction, evaluation or reset time. The whole test cycle will take about 50 minutes. (The introduction takes 10 minutes. The evaluation takes 10 minutes. Resetting the simulated environment for the next candidate takes 10 minutes and can overlap with the introduction.)

The assessors can indicate when the time limit for a particular assessment is close.

Candidates should take the total assessment within the allotted time. In case of technical problems or unforeseen situations, the assessors can prolong the assessment time.

Assessment decision

At the end of the assessment, the assessors decide based on their observations if the candidate passes or not. Assessors decide autonomously and in consensus at the end of the assessment if the candidate has mastered all the competencies and completed the unit.

It is in their authority to assess each observed action and to make a final decision. In case there are uncertainties in the measuring criteria, the competence description and the skills prevail. It is the assessors' discretion to decide. The assessors judge only on the competencies and related criteria. Other observations should not influence the assessment.

The assessors judge only on the competencies and related criteria. Other observations should not influence the assessment.

The measuring criteria specified in the score sheets serve as indicators, there is always a reference added to the original skills. Assessors ultimately decide based on the original skills.

The assessors inform the candidate about their decision and give feedback on their performance.

A Criterion-Based Interview as a second assessment method should be carried out. This can support assessment, especially if (after the Observation in a Simulated Environment):
- a candidate shows different / unexpected (but not incorrect) behaviour, or
- certain competences did not become visible (but were not incorrect).

The Portfolio can always be used for assessment.

Assessment procedure PACE-VET Sound Unit A

Technical Rider

Setup

This chapter describes the setup of the assessment setting. It can be used by the assessors as a checklist in advance.

General

The setup for the assessment reflects normal activities of a sound technician during setup and de-rigging of a performance or event in an average space. It is a simulation of common activities that are bundled in the microcredential unit "Sound A". The candidate performs a number of activities like unloading and loading flight cases, hanging, positioning and de-rigging sound equipment, setting up the sound console and performing a technical sound check. After receiving the safety briefing, the candidate works under supervision of the assessors during the assessment. There is no need for staff from the assessment centre to be present, but there should be someone available to help in case of technical problems.

The location can be a studio or a stage. It must be possible to rig a truss or use a fly bar, with a weight of ≥ 200kg/hanging point. The attachment point must have minimum of 5m height. The area under the attachment point must have a minimum width of 13 meters have a minimum depth of 8m. On top the setup needs a space for chairs and a desk for the assessors. The setup will be based on the following items:

Equipment List

Power Supply ④

2 x 16A mono-phase, offstage stage left back (Schuko), Amplifiers
1 x 16A three-phase for motor control, offstage left back
1 x 16A power supply for sound console, media-player, effects

Power cables

2 cables 5 m (1,5 square mm, Schuko),
2 cables 2 m (1,5 square mm, Schuko)

Control cables

Control cables, "speaker twist connector"/"Speakon" or XLR cables to connect all audio equipment

Rigging (no rigging activities are carried out by the candidate or assessed)

The following are already setup:
2 x motor hoists
1 x control system for motor hoists ⑤
Power cables for motor hoists
2 x Trusses 4m - or 1x 8m = 1 x statically determinate system ③

Flight cases ⑦

1 x flight case 1 with wheels, power, control cables, marked content (a)
Tools and disposables as listed below
1 x flight case 2, with wheels, microphones and microphone stands, accessories, marked content (a)
1 x flight case 3 with wheels, line array speakers, accessories, marked content (b)
Loudspeaker system elements as listed below
must be "in the way" of the truss/fly bar that must be moved

Tools and disposables

Adjustable spanner (crescent wrench/monkey wrench) with wrist-strap
Cable ties / velcro cable ties (more sustainable)
Gaffa tape (gaffer tape), white tape
Scale ruler: 1:100 (architect) or folding rule (metric), measuring tape (5m)
Marker

Sound Equipment

1 x Microphone set

At least 1 x dynamic microphone for speach (supercardioid), other microphones (condenser…) available

Microphon stands, at least 1 x microphone stand with boom arm

Max height boom arm: approx. 210 cm, weight: 1.60 kg, black

4 x Line array speaker elements (mountable in truss/on fly bar) ≤25kg each

All loudspeaker elements/modules with appropriate c-clamps/clamps, brackets, frames, and safeties for mounting

Sound console = 6 to 12 channels, analogue - set up on or next to sound rack (media-player/effects...) or case ⑥

Sound console user manual

Amplifier rack for the 4x line array speakers

The sound console has not been connected to power or to the control cables

Control cables, XLR cables

Safety equipment

As mandated and required by local regulations

The assessment centre must provide the necessary risk assessment

The candidate is responsible for their own PPE – and must be notified of this in advance

Ladder

1 x A-frame ladder, working height 3m ⑧

"Stage Area"

The front of the stage is marked on the floor with white gaffa tape

There is a "spike mark" for the position of the microphone stand

The back wall should be covered by a black drape or be a black set wall

Assessor Table

1 x Table approx. 2m x 1m

3 x Chairs for assessors (1 x chair for assessment reflection with the candidate)

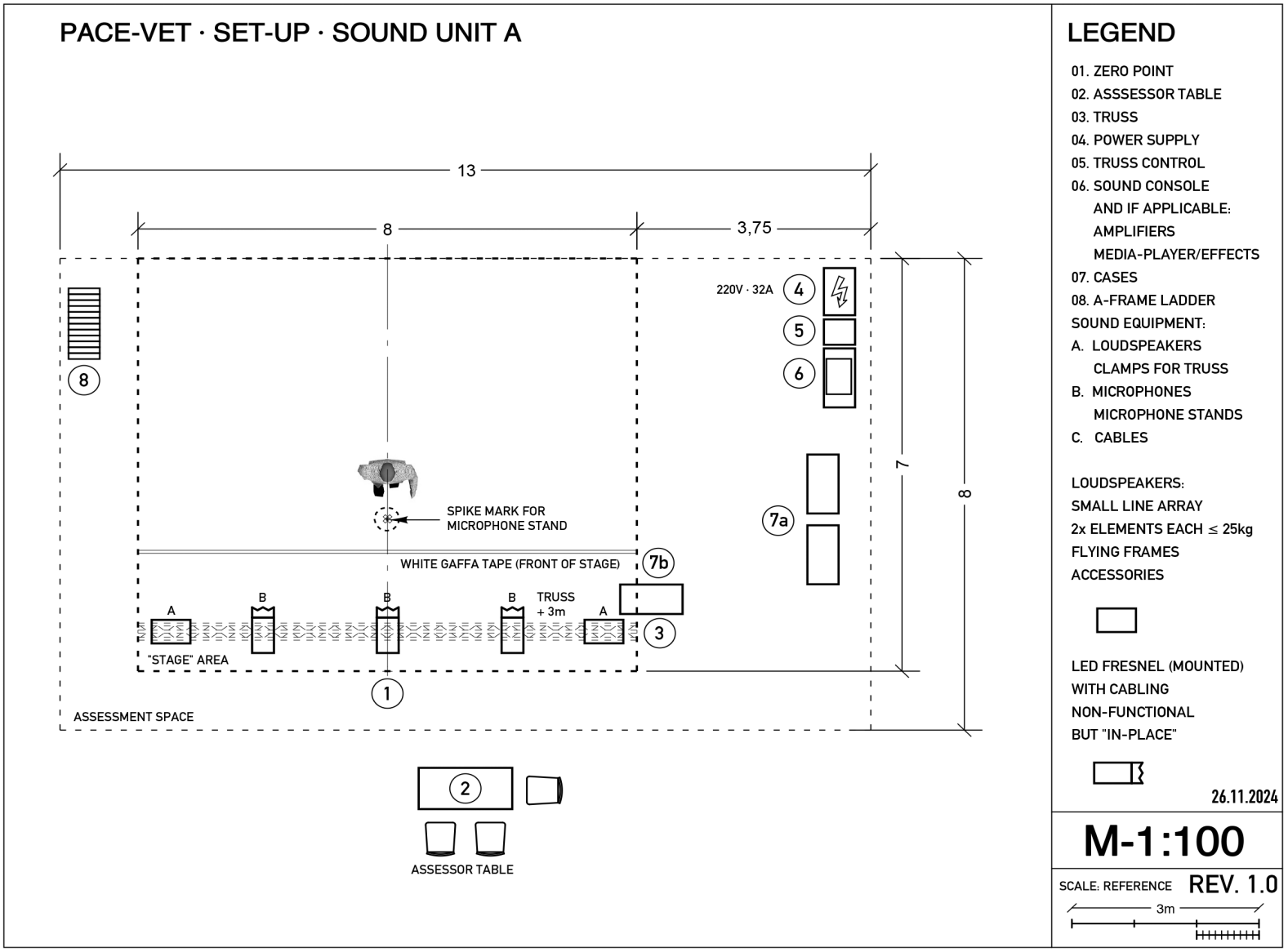
Wall clock or clock on assessor table large enough for the candidate to see

1 x 10A power supply for laptops

Miscellaneous

Media to be played: CD/USB-Stick with MP3/AIFF (must function with media-player used in setup)

Internet access


PACE-VET · SET-UP · SOUND UNIT A
13
8
3,75
7
8
220V · 32A
4
5
6
8
7a
SPIKE MARK FOR
MICROPHONE STAND
WHITE GAFFA TAPE (FRONT OF STAGE)
7b
A
B
B
B
TRUSS
+ 3m
A
3
"STAGE" AREA
1
ASSESSMENT SPACE
2
ASSESSOR TABLE
LEGEND
01. ZERO POINT
02. ASSSESSOR TABLE
03. TRUSS
04. POWER SUPPLY
05. TRUSS CONTROL
06. SOUND CONSOLE
AND IF APPLICABLE:
AMPLIFIERS
MEDIA-PLAYER/EFFECTS
07. CASES
08. A-FRAME LADDER
SOUND EQUIPMENT:
A. LOUDSPEAKERS
CLAMPS FOR TRUSS
B. MICROPHONES
MICROPHONE STANDS
C. CABLES
LOUDSPEAKERS:
SMALL LINE ARRAY
2x ELEMENTS EACH ≤ 25kg
FLYING FRAMES
ACCESSORIES
LED FRESNEL (MOUNTED)
WITH CABLING
NON-FUNCTIONAL
BUT "IN-PLACE"
26.11.2024
M-1:100
SCALE: REFERENCE
REV. 1.0
3m

Assessment procedure PACE-VET Sound Unit A

Introduction Candidate · Checklist

Introduction assessors

The assessors briefly introduce themselves.
The assessors assume two different roles: an "active" assessor and a "silent" assessor.
This should be indicated to the candidate (see note silent assessors).

Introduction candidate

Candidates briefly introduce themselves.

Process of the assessment

The scheduled process is run through, hereby the following elements are agreed:

Assessment structure and order

The candidate gets a floor plan of the setup to be accomplished.
The “active” assessor explains in brief what assignments (sub-assessments) will be done and in what order.

A Orientation, unloading equipment and installation
Task description: setup and hang the sound equipment as defined in the floor plan. (12 minutes)

B System setup and technical sound check
Task description: setup the sound control system and focus the line array speakers as defined in the floor plan. Do a technical sound check. (10 minutes)

C De-rigging and packing
Task description: return only the equipment used in the installation to their flight cases. (8 minutes)

Subsequent assessment methods may be necessary or already have been carried out. This should not be mentioned to the candidate and the results should not influence the assessment.
POR - Portfolio Assessment
CBI - Criterion-Based Interview

Duration of the assessment

The timing of the assessment is explained: 30 minutes for the three assignments.
The "active" assessor explains the circumstances under which an assessment will be discontinued due to exceeding the time allowed for the assessment. The candidate is advised that there is a clock in the assessment space for reference.

Responsibility

The limits of the candidates’ responsibility are explained. The "active" assessor will point out the actions that need to be done by the assessor, like switching the power on and operating the motor hoist or fly system.

Asking questions

Candidates can ask the "active" assessor all the questions they want. It is up to the assessor to decide whether the answer is part of the expected competence and if the assessor answers the questions or not. Candidates may ask about the focus specifications.

Asking for physical help

Candidates can ask for physical help with tasks they can't or shouldn't perform themselves.

Remark about assessors taking notes

It is made clear to the candidate that when the assessors take notes is not necessarily a negative signal. This is to keep the candidate at ease.

Competence assessment

Only the nine competences will be measured, other competences are only used to measure these but will not be taken in account. For example, "use of personal protection equipment" is not directly measured, but "work with respect for own safety" is.

There are no trick situations in the assessment, but situations that also occur in normal work can be simulated.

Candidates receive the results at the end of the assessment.

Note silent assessor

The principle of the "silent" and "active" assessor is explained at the introduction of the assessors. To guarantee objectivity there is one assessor observing the process from the outside: "silent", while the second assessor is observing the process from the inside: "active".

The "active" assessor acts as an equal colleague. The candidate can treat him in this way.

Complaints and Code of Ethics

The complaints procedure and the code of ethics are repeated. The candidate should have learned about this in the information brochure and in the guidance, but it seems important to repeat this.

Floor plan for the candidate

The candidate is given a floor plan of the setup. (see 06 Floor Plan Candidate)

House Rules and Safety Briefing

Use of the fly system

The candidate is not supposed to use fly systems.

Check personal protection equipment

The assessors check whether the candidate's safety shoes (and other brought PPE) comply with the standards.

Stopping the assessment

The conditions under which an assessment can be stopped for safety reasons is briefed:

* safety of candidate
* safety of the assessors
* safety of the equipment

Short overview of the assessment space

The candidate is given a brief tour of the assessment space. Candidates are asked if they have any questions.

Note about the use of PPE

Personal PPE: Gloves, hard hats, etc, are provided by the candidate.

Based on the risk assessment of the assessment centre, candidates must perform under strict safety regulations, more concrete:

*you need to wear a hard hat when trusses or fly bars are being moved or could otherwise create a safety hazard

* gloves need to worn during activities with risk
* you need to secure all tools used on height
* we expect you to point out to colleagues unsafe situations

Maximum weight limits

The maximum weight that a single person is allowed to lift in this venue is 25 kg.

Check safety equipment

The assessors verify the acceptability of candidate's safety shoes and PPE's.

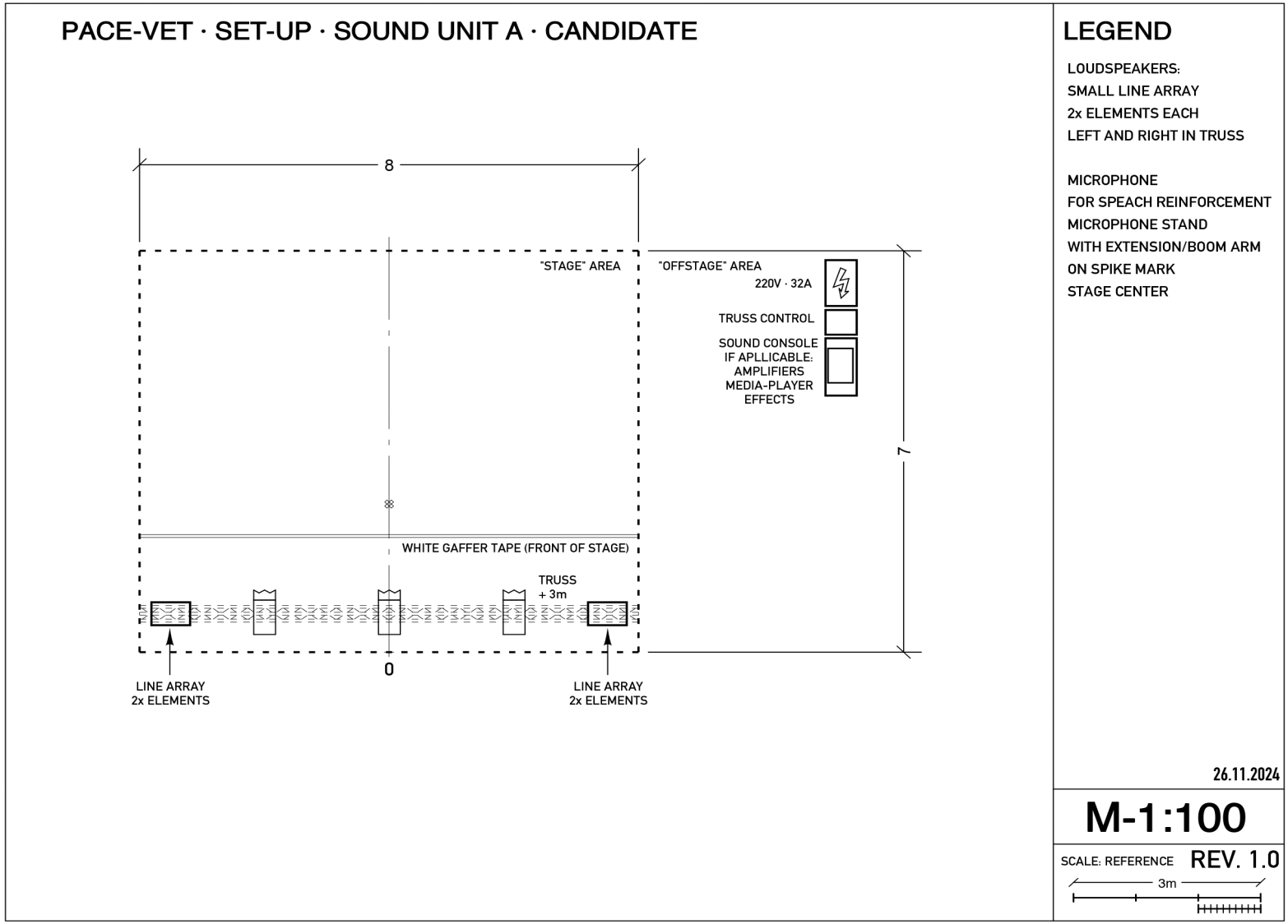
Verification ID candidate

The assessors verify the ID of the candidate.

Sign of safety briefing, rights & privacy declaration

The candidate signs the safety briefing confirmation and the rights & privacy declaration.

Floor Plan for Candidate



Assessment procedure PACE-VET Sound Unit A

Short Cheat Sheet for Assessment

This cheat sheet is a short reminder on how the scoring of competences works. For more detailed information, see the document "Assessor Handbook".

Competences

The test procedures include 3 assignments (sub-assessments) that measure competences derived from the ESCO framework, ETTE and the TeBeVAT Units "Sound". The competences are numbered from 01 to 09 in the reference table "Overview". Health & Safety competences are also respectively numbered as "H" competences. Not all competences are necessarily assessed in the Observation in a Simulated Environment.

Skills

The competences are detailed in several skills, and in the scoring sheets A to C: general statements of what you want to see, to observe, when a candidate is working.

The skills from the eleven competences are numbered in the reference table giving the competence number and a decimal behind it. (For example: "01.04")

Sub-Assessments

The complete assessment is divided in 3 sub-assessments = assignments, listed from A to C.

In the “Overview”, you can see which skill is measured in which sub-assessment.

X means a skill **is measured** at least once in a sub-assessment.

O means that a skill **can be measured** in one of the sub-assessment, these are skills that are more general and can occur at different moments.

Measuring criteria

In each sub-assessment a set of attention points are given. We call them measuring criteria. These are the concretisation of the skills in this specific assessment situation. The measuring criteria are what you need to observe in this concrete situation if the candidate masters the skill.

The reference to the “Overview” = skill measured is given at the end of the line.

Observation scores

Each measuring criterium can be marked with 3 possibilitees.

1. the measuring criterion is observed, you have seen the candidate behave in the proper way, the candidate has performed as expected.

2. the measuring criterion is not observed, the candidate did not perform as expected.

3. it was impossible to observe the behaviour. You could not see if the candidate behaved in a proper way or not. This can be caused by previous actions of because you missed something.

(We avoid to use right or wrong, because this would already include a judgement, while we only want to observe in this stadium.)

Other competences

The assessment only measures the 9 given competences, other observations should not be taken in account.

If in doubt

In case there are unclarities in the measuring criteria, the competence description and the skills prevail. It is the assessors discretion to decide.

Not measured skills

Some skills are not measured, or only measured once.

The reason for this is that they are difficult to simulate, for time or efficiency reasons.

In this case, the skills will be measured through a different assessment method.

Decision

The two assessors decide in consensus at the end of the assessment if the candidate masters all competences. It is their authority to weight each observed action and to make a final decision.

Assessment procedure PACE-VET Sound Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

		Sub-Assessment Group (Assignments)		
S01: Fit up sound on stage		A	B	C
01.01	Read the documentation	X	O	
01.02	Collect the planned equipment	X		
01.03	Fix and secure equipment according to documents	X	X	
01.04	Pre-focus speakers	X	X	
01.05	Connect equipment to electrical system		X	
01.06	Connect equipment to amplifiers or stage box (if any)		X	
01.07	Fix and secure the connections	X	X	

S02: Set up sound reinforcement system		A	B	C
02.01	Read the documentation	X	O	
02.02	Collect the planned equipment	X		
02.03	Fix and secure equipment	X	X	
02.04	According to documents pre-focus speakers	X	X	
02.05	Adjust the focusing of the speakers		X	
02.06	Adjust the settings such as delay lines, speaker EQ's, crossovers etc.		X	
02.07	Connect equipment to electrical system		X	
02.08	Connect equipment to amplifiers or stage box (if any) fix and secure the connections		X	

S03: Perform technical sound check		A	B	C
03.01	Interpret the system layout	X	X	
03.02	Adjust the placement of the equipment	O	X	
03.03	Check the connections • secure cables	O	X	
03.04	Test the signals		X	
03.05	Test and prepare playback media		X	
03.06	Locate, detect and solve problems	O	X	

Assessment procedure PACE-VET Sound Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

		Sub-Assessment Group (Assignments)		
S09: Get in and get out performance equipment		A	B	C
09.01	Handle equipment safely	X	X	X
09.02	*Is able to recognise possible damage*	O	O	O
09.03	*Communicates about damage to the appropriate person (only if something is damaged in the assessment)*			O
09.04	Is able to use the proper gateways and routes	X		X
09.05	Uses the right equipment to transfer items	X		X

Health & Safety

SA04 - H01: Work with respect for own safety		A	B	C
H01.01	Understands own position in the safety chain and acts accordingly	X	X	X
H01.02	Works according safety training and instructions	X	X	X
H01.03	Protects oneself against hazards	X	X	X
H01.04	Signals risks to responsible colleagues	O	O	O
H01.05	*Understands the risks in a performance environment and the mechanisms behind them*	O	O	O

SA05 - H02: Work safely with mobile electrical systems under supervision		A	B	C
H02.01	Reads electrical diagrams and plans for mobile electrical installations	O		
H02.02	Calculates mono-phase electric loads	X	O	
H02.03	Provides power distribution for light, stage, sound, video and rigging purposes	X	X	
H02.04	Puts cables, fuse boards and splitters in place, based on instructions	X	X	
H02.05	Connects, labels, protects, and secures cables	X	X	
H02.06	Performs visual inspection for electric risks	X	X	X
H02.07	Troubleshoots basic problems: checking cables, connections, …	X	X	X
H02.08	Uses appropriate tools and PPE's	X	X	X
H02.09	*Repairs mono-phase cables (checked by supervisor)*			
H02.10	*Acts accordingly the agreed procedure in case of an electrical accident*			

Assessment procedure PACE-VET Sound Unit A

Overview of assignments and measured competences

Skills / knowledge in italics = assessed primarily with other assessment methods

		Sub-Assessment Group (Assignments)		
SA06 - H03: Ensure safety of mobile electrical systems		A	B	C
H03.01	Put cables, fuse boards and splitters in place, based on written documentation	O	X	
H03.02	Connect power (to main plug)		X	
H03.03	Organize distribution according the needs and requirements of the equipment		X	
H03.04	Calculate the power needs to avoid overloads	X		

SA07 - H04: Follow safety procedures when working at heights		A	B	C
H04.01	Identifies/spots environmental influences and changes that affect the safe use (weather, rake, floor stability, ...)	O		
H04.02	Mounts and uses the equipment according to the safety regulations and instructions	X	X	X
H04.03	Visually inspects the equipment	X	X	X
H04.04	Applies the appropriate collective protection	X	X	X
H04.05	Uses the appropriate personal safety equipment	X	X	X
H04.06	Ensures no objects can fall during activity	X	X	X
H04.07	Secures small tools and equipment	X	X	X
H04.08	Closes off underlying areas	X	X	X
H04.09	Ensures underlying work area is free	X	X	X
H04.10	Communicates with colleagues while working on heights	X	X	X
H04.11	*Identify/spot the risks for personal injury*			

SA08 - H05: Work ergonomically		A	B	C
H05.01	Identifies ergonomic risks	X	X	X
H05.02	Organizes workplace ergonomically	X	X	X
H05.03	Applies the ergonomic principles and methods while lifting, carrying or moving heavy or unpractical loads	X	X	X
H05.04	Uses the right equipment when lifting, carrying or moving heavy objects	X	X	X
H05.05	Asks for help for tasks you can't carry out on your own	X	X	X
H05.06	Communicates with colleagues while lifting, carrying or moving objects	X	X	X

Assessment procedure PACE-VET Sound Unit A

Identification Sheet

Date:

Assessmnet Centre/Location:

Assessment version used:

The candidate:

- Name
- First name
- ID nr.

The assessors

- Name
- First name
- ID nr.

- Name
- First name
- ID nr.

Checklist

Setup alterations	Yes	No
Detailed description		
ID check candiate	OK	Not OK
candidate has received brochure	Yes	No
candidate has received oral briefing	Yes	No
candidate has received safety check	Yes	No
candidate has signed off briefing	Yes	No
Check PPE's	OK	Not OK
Remarks		

Signed

Assessor 1 Assessor 2

Co-funded by the European Union

Assessment procedure PACE-VET Sound Unit A

Sign off Briefing

Date:

Assessment centre:

The candidate:

Name

First name

ID nr.

Safety briefing

The candidate declares to have had a full safety briefing and has understood all the elements of the briefing.
The candidate declares to have not withhold any information about hidden disabilities, conditions, illnesses or elements that could influence the safety of the assessment.
The candidate declares to have understood his rights as stated in the information brochure concerning the assessment procedure, the ethical code and the appeal procedure on the results.

Privacy

The candidate allows the assessors and the assessment centre to use and store his personal data, for as far as needed for the test procedure, the management of the passport and the quality control of the procedures.

ID

The assessors have verified the identification documents of the candidate.

Signed

(date, candidate's signature)

Co-funded by the European Union

Assessment procedure PACE-VET Sound Unit A

Sub-Assessment A

Orientation, unloading equipment and installation

Method

Direct observation of the process in a simulated professional context

Documents

Floor Plan Candidate

Course of the assessment

The "active" assessor explains briefly what will be mounted and rigged on stage, based on the floor plan.

The "active" assessor gives the (oral) assignment to the candidate to take the specified equipment out of the cases and to prepare the stage for the sound setup. The candidate is to setup the sound system. The microphone stand with microphone should be placed on the spike mark.

When the participant indicates that the task is completed, the "active" assessor can ask additional questions.

Timing

12 minutes

Directions for the candidate

The candidate can, if he thinks it is necessary, request physical assistance from the "active" assessor. This might be necessary to mount the line array speakers (weight: ≤ 25kg)

The candidate cannot ask questions during the execution of the practical assessment.

The candidate may, if he wishes, give further explanation after conducting the entire assessment (A-C).

Directions for the assessors

The assessors observe the assessment without comment.

After the completion of the sub-assessment (A), the assessors can ask the candidate additional information about the operations carried out.

Assessors give no indication of the results during or after the sub-assessment.

The "active" assessor can act as a collegue, but doesn't take any initiative.

The "active" assessor only acts on requests of the candidate and does not offer help himself.

The "active" assessor communicates like a normal colleague.

Sub-Assessment A

Sub-Assignments: Attention points for quotation

A. Orientation, unloading equipment and installation	12"	Not Observed	Observed	
Starting time:				
End Time:				
Wears safety shoes	☐	☐	☐	**H01.03**
Uses gloves	☐	☐	☐	**H01.03**
Wears helmet	☐	☐	☐	**H01.03**
Informs oneself about local practices	☐	☐	☐	**01.01**
Reads plan	☐	☐	☐	**01.01**
Orients him/herself to the location and stage setup according to the plan	☐	☐	☐	**01.02**
Orients him/herself with the equipment at hand	☐	☐	☐	**01.03**
Asks "active" assessor to lower truss to working height	☐	☐	☐	**H04.06**
Ensures underlying work area is free	☐	☐	☐	**H04.09**
Communicates with "active" assessor during lifting process	☐	☐	☐	**H04.06**
Takes mounting options into account	☐	☐	☐	**02.03**
Works ergonomically	☐	☐	☐	**H05.01**
Specifies sound console position (placement by assessment centre is OK)	☐	☐	☐	**03.02**
Selects the proper equipment	☐	☐	☐	**01.02**
Makes sure the equipment can be integrated	☐	☐	☐	**02.02**
Places equipment as designated in plan	☐	☐	☐	**02.04**
Organises cases for easy access (in an efficient and ergonomic way)	☐	☐	☐	**H05.02**
Puts cases and equipment directly in the right place	☐	☐	☐	**H05.02**
Lifts close to the body	☐	☐	☐	**H05.03**
Carries equipment ergonomically	☐	☐	☐	**H05.03**
Sets up sound console according equipment instructions	☐	☐	☐	**02.02**
Carries out a visual inspection of the sound concole	☐	☐	☐	**01.03**
Checks sound equipment before usage	☐	☐	☐	**02.02**
Transports sound equipment (protecting them from damage)	☐	☐	☐	**09.01**
Checks microphones before usage	☐	☐	☐	**01.02**
Mounts line array speakers	☐	☐	☐	**02.03**
Fixes clamps properly	☐	☐	☐	**02.03**
Secures line array speakers and brackets with safety cable	☐	☐	☐	**02.03**
Select proper cables for system	☐	☐	☐	**01.02**
Checks cables before usage	☐	☐	☐	**03.03**
Organises cables in a proper way	☐	☐	☐	**03.03**

Sub-Assignments: Attention points for quotation

A. Orientation, unloading equipment and installation 12"	Not Observed		Observed	
Starting time:				
End Time:				
Connects line array speakers properly	☐	☐	☐	**01.06**
Keeps slack in cables	☐	☐	☐	**03.03**
Uses sustainable fixing methods for the cables	☐	☐	☐	**03.03**
Secures cables at end of truss or fly bar	☐	☐	☐	**03.03**
Secures flying connections	☐	☐	☐	**02.03**
Ensures enough cable to go high	☐	☐	☐	**03.03**
Connects cables to amplifiers and sound console	☐	☐	☐	**02.08**
Ensures no power overload on power supply	☐	☐	☐	**H03.04**
Provides power distribution for the sound system	☐	☐	☐	**H02.03**
Performs visual inspection for electric risks	☐	☐	☐	**H02.06**
Connects to power supply	☐	☐	☐	**H03.02**
Checks the function of the sound console, media player and effects	☐	☐	☐	**03.04**
Identifies possible errors or failures	☐	☐	☐	**03.06**
Troubleshoots basic problems: checking cables, connections, …	☐	☐	☐	**H02.07**
Carries out functional check of line array speakers + additional devices	☐	☐	☐	**03.04**
Identifies possible errors or failures	☐	☐	☐	**03.06**
Uses the floor plan to determine pre-focus of line array speakers	☐	☐	☐	**01.01**
Pre-focusses line array speakers	☐	☐	☐	**01.04**
Uses appropriate tools	☐	☐	☐	**H02.08**
Signals risks	☐	☐	☐	**H01.04**
Protects oneself against hazards	☐	☐	☐	**H01.03**

Sub-Assignments: Attention points for quotation

A. Orientation, unloading equipment and installation

Comments, remarks, …

Assessment procedure PACE-VET Sound Unit A

Sub-Assessment B

System setup and technical sound check

Method

Direct observation of the process in a simulated professional context

Documents

Floor Plan Candidate

Course of the assessment

The "active" assessor explains very briefly what is to be focussed and refers to the floor plan.

The "active" assessor gives the (oral) assignment to the candidate to connect all system components an to do a technical sound check. The media player should be tested as well as the microphone.

When the participant indicates that the task is completed, the "active" assessor can ask additional questions.

Timing

10 minutes

Directions for the candidate

The candidate can, if he thinks it is necessary, request physical or oral assistance from the "active" assessor.

The candidate cannot ask questions during the execution of the practical assessment.

The candidate may, if he wishes, give further explanation after conducting the entire assessment (A-C).

Directions for the assessors

The assessors observe the assessment without comment.

After the completion of the sub-assessment (B), the assessors can ask the candidate additional information about the operations carried out.

Assessors give no indication of the results during or after the sub-assessment.

The "active" assessor can act as a collegue, but doesn't take any initiative.

The "active" assessor only acts on requests of the candidate and does not offer help himself.

The "active" assessor communicates like a normal colleague.

Sub-Assessment B

Sub-Assignments: Attention points for quotation

B. System setup and focus	10"	Not Observed	Observed	
Starting time:				
End Time:				
Connects all sound equipment to the sound console	☐	☐	☐	**01.06**
Tests control signals	☐	☐	☐	**03.04**
Changes setup if needed	☐	☐	☐	**03.02**
Identifies possible errors or failures	☐	☐	☐	**03.06**
Asks "active" assessor to raise truss to speaker focus height	☐	☐	☐	**H01.01**
Communicates with "active" assessor during lifting process	☐	☐	☐	**H01.04**
Checks ladder before use	☐	☐	☐	**H04.04**
Carries ladder in an appropriate way	☐	☐	☐	**H04.03**
Asks "active" assessor for help setting up the ladder	☐	☐	☐	**H04.05**
Asks "active" assessor to hold the ladder (debatable = no consensus)	☐	☐	☐	**H04.05**
Climbs ladder the proper way	☐	☐	☐	**H04.04**
Works with face to ladder, tips of foot to ladder (not backwards)	☐	☐	☐	**H04.04**
Moves ladder when objects are out of reach	☐	☐	☐	**H04.04**
Communicates with "active" assessor when using ladder	☐	☐	☐	**H01.04**
Monitors environment while carrying objects	☐	☐	☐	**H01.05**
Uses right equipment to transfer items	☐	☐	☐	**09.05**
Follows floor plan when focussing line array speakers	☐	☐	☐	**01.04**
Points and angles line array speakers properly	☐	☐	☐	**02.05**
Focusses line array speakers	☐	☐	☐	**02.05**
Uses sound equipment accessories to meet requirements	☐	☐	☐	**02.06**
Secures line array speakers and accessories in focussed position	☐	☐	☐	**02.03**
Secures flying connections	☐	☐	☐	**H04.06**
Prepares and tests playback media	☐	☐	☐	**03.05**
Prepares and tests microphone	☐	☐	☐	**03.02**
Sets sound console settings according to floor plan / feedback assessor	☐	☐	☐	**02.05**

Sub-Assignments: Attention points for quotation

Comments, remarks, …

Assessment procedure PACE-VET Sound Unit A

Sub-Assessment C

De-rigging and packing

Method

Direct observation of the process in a simulated professional context

Documents

Floor Plan Candidate

Course of the assessment

The "active" assessor gives the (oral) assignment to the candidate to de-rig the equipment that has been mounted by the candidate and to pack these back into the cases.

When the participant indicates that the task is completed, the "active" assessor can ask additional questions.

Timing

8 minutes

Directions for the candidate

The candidate can, if he thinks it is necessary, request assistance from the "active" assessor.

The candidate cannot ask questions during the execution of the practical assessment.

The candidate may, if he wishes, give further explanation after conducting the entire assessment (A-C).

Directions for the assessors

The assessors observe the assessment without comment.

After the completion of the sub-assessment (C), the assessors can ask the candidate additional information about the operations carried out.

Assessors give no indication of the results during or after the sub-assessment.

The "active" assessor can act as a collegue, but doesn't take any initiative.

The "active" assessor only acts on requests of the candidate and does not offer help himself.

The "active" assessor communicates like a normal colleague.

Sub-Assessment B

Sub-Assignments: Attention points for quotation

C. De-rigging and packing

8"

Starting time:

End Time:

	Not Observed	Observed	
Powers off system	☐	☐	**H02.03**
Organises cases for easy access (in an efficient and ergonomic way)	☐	☐	**H04.02**
Puts cases and equipment directly in the right place	☐	☐	**H04.02**
Asks "active" assessor to lower truss to working height	☐	☐	**H04.05**
Communicates with "active" assessor during lifting process	☐	☐	**H04.06**
Performs visual inspection for electric risks	☐	☐	**H02.06**
Disconnects cables	☐	☐	**09.01**
Ensures pins of plugs don't fall and hit the floor when taken down	☐	☐	**09.01**
Removes cables first	☐	☐	**H02.05**
Puts cables directly in cases	☐	☐	**H04.02**
Stores cables neat and correct	☐	☐	**H02.04**
Stores cable accessories ("velcro" ties)	☐	☐	**H02.04**
Removes equipment	☐	☐	**07.01**
Puts equipment directly in the right case	☐	☐	**H04.02**
Makes sure cables and equipment have not been damaged (visual check)	☐	☐	**09.02**
Secures and packs equipment for transportation	☐	☐	**09.01**
Makes sure everything is packed before closing cases	☐	☐	**09.01**
Uses gloves	☐	☐	**H02.08**
Protects oneself against hazards	☐	☐	**H02.08**
Uses appropriate tools	☐	☐	**H02.08**

Sub-Assignments: Attention points for quotation

Comments, remarks, …

Result PACE-VET Assessment: Sound Unit A

(return document to assessment center)

The candidate: _____ Assessed at: _____

☐ Masters all competences and passed the assessment

☐ Did not pass the test

Has shown to master the competences of the assessments below

Sub-Assessments		
A	☐	Orientation, unloading equipment and installation
B	☐	System setup and technical sound check
C	☐	De-rigging and packing

☐ Learning and/or training advice:

Remarks / attention points

Assessor 1 (name and signature) Assessor 2 (name and signature)

Co-funded by the European Union

Notes for assessment centre

(return document to assessment center)

Assessment of cadidate: _____

Assessment site: _____

Assessment date: _____

Remarks about:

- ☐ Organisation (planning, communication, etc.)
- ☐ Candidate
- ☐ Equipment
- ☐ Assessment centre
- ☐ Procedure

Remarks / attention points:

Assessor 1 (name and signature)

Assessor 2 (name and signature)

Co-funded by the European Union

Assessment procedure PACE-VET Sound Unit "A"

Change Log

Version 1.0
29.11.24

OPEN LICENSE · Erasmus+ Open Access Requirement
All PACE-VET materials are Open Educational Resources (OERs) according to "Creative Commons".
You may use them for free, but you need to notify us when you share them.
In these cases, please send an email with the specific details to PACE-VET@ettec.eu.
The translation of materials is allowed, but please mention that the translations are not official versions. Reproduction and storage in electronic systems is permitted after notification.

All illustrations and media are free of copyright (for non-commercial use only!).

Co-funded by the European Union