



## Development of Micro-Credentials "Lighting & Sound" and Assessor Training

WP 4.2: Content Bundling for "Lighting" and "Sound"



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## Project Leader



### **Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e.V.**

Contact: Jörgen Eimecke

[info@bfm-bayreuth.de](mailto:info@bfm-bayreuth.de)

<https://www.bfm-bayreuth.de>

## Project Partners



### **Der Verband für Medien- und Veranstaltungstechnik**

Contact: Guntars Almanis

[info@vplt.org](mailto:info@vplt.org)

<https://www.vplt.org/>



### **Erasmus Hogeschool Brussel**

Contact: Johan van den Broek

[Johan.van.den.broek@ehb.be](mailto:Johan.van.den.broek@ehb.be)

<https://www.erasmushogeschool.be/nl>

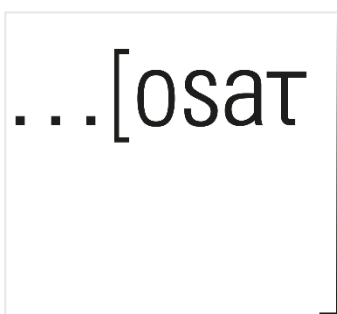


### **Steunpunt voor de productionele, ontwerpende, en technische krachten van de brede culturele sector**

Contact: Chris van Goethem

[chris@stepp.be](mailto:chris@stepp.be)

<http://www.stepp.be>



### **Overleg Scholing Arbeidsmarkt Theatertechniek**

Contact: Els Wijmans

[info@osat.nl](mailto:info@osat.nl)

<https://www.osat.nl/>

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## **1. The Microcredential Assessment Units**

### **1.1 Definitions**

#### **1.1.1 Acronyms**

POR	=	Assessment Method: Structured Portfolio
OSE	=	Assessment Method: Observation in a Simulated Environment
OOS	=	Assessment Method: Observation on Site (place of work)
PBE	=	Assessment Method: Post-Box Exercise
RPL	=	Assessment Method: Role Play
CBI	=	Assessment Method: Criterion-Based Interview
TMC	=	Assessment Method: Written Test-Multiple Choice
TOA	=	Assessment Method: Written Test-Open Answers
ORE	=	Assessment Method: Oral Examination
PPG	=	Assessment Method: Pitch / Presentation / Gaming

#### **1.1.2 Assessment Units**

Selected competences from Occupational Profiles that reflect a candidate's request or an assessment centre's guidelines for assessment and include all competences that allow for a sensible and executable assessment procedure.

Although assessment of single competences is possible, normally several competences will be assessed.

The "Lighting" and "Sound Units" in PACE-VET symbolically represent feasible assessment units available for candidates that are also suitable for the assessment method "Observation in a Simulated Environment". Skilled and trained assessors can determine which groups of competences can and should be grouped together for specific assessments – or: assessment centres can offer assessment units that meet labour market needs.

#### **1.1.3 Autonomy / Attitude**

The transversal skills and competences as defined by the project partners for the selected skills in the assessment units.<sup>1</sup>

#### **1.1.4 Competence**

Demonstrated ability to use knowledge, know-how, experience and – job-related, personal, social or methodological – skills, in work or learning situations and in professional and personal development.<sup>2</sup>

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<sup>1</sup> See: [PACE-VET\\_Autonomy\\_Attitude](#)

<sup>2</sup> Cedefop. (2024) Terminology



### **1.1.5 Knowledge Blocks**

Knowledge blocks contain detailed information about a competence's underpinning knowledge. These are really necessary to master the skills and the whole of the competence.

### **1.1.6 Occupation**

Set of jobs whose main tasks and duties are characterised by a high degree of similarity.<sup>3</sup>

### **1.1.7 Occupational Profiles (Units)**

Groups of competences that describe many of the skills and competences that reflect a general grouping of the tasks and functions that are needed to work in a specific field in the sector. The groups are neither comprehensive nor specific, but reflect a generic occupation or function that is sector-wide agreed on.

### **1.1.8 Skill**

Ability to apply knowledge and use know-how to complete tasks and solve problems.<sup>4</sup>

Skills describe concrete and measurable actions that you would expect from a worker that masters a competence. Where possible, the skills are written in observable sentences.

In some cases, knowledge is described as a skill. This is the case when it is necessary to measure the underpinning knowledge because it doesn't show in the skills

### **1.1.9 Transversal Skills and Competences**

Learned and proven abilities which are commonly seen as necessary or valuable for effective action in virtually any kind of work, learning or life activity.

ESCO identifies six main categories of transversal skills and competences:

- core skills and competences;
- thinking skills and competences;
- self-management skills and competences;
- social and communication skills and competences;
- physical and manual skills and competences;
- life skills and competences.

Transversal skills and competences are not exclusively related to a particular context (job, occupation, academic discipline, civic or community engagement, occupational sector, group of occupational sectors, etc.);

They are also referred to using alternative terms like 'basic', 'soft', 'non-cognitive', 'socio-emotional' or 'core' skills and competences, which frequently address a more limited set of skills and competences.<sup>5</sup>

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<sup>3</sup> Cedefop. (2024) Terminology · ILO

<sup>4</sup> Cedefop. (2024) Terminology

<sup>5</sup> Cedefop. (2024) Terminology of European education and training policy. Online-Glossary. <https://www.cedefop.europa.eu/en/tools/vet-glossary>

## 1.2 Unit Structures and Project Systematics

In the Erasmus+ Project TeBeVAT, occupational profiles (Units) of technicians in the sector for live performance and events were created:

- Lighting Unit
- Mechanical Equipment Unit
- Power Distribution Unit
- Sound Unit
- Stage Environment Unit
- Video and Media Integration Unit
- Work Organisation Unit

Each unit contains a list of competences that are directly linked to ESCO – the European classification for Skills, Competences, Occupations and Qualifications. These competences are also further arranged in accordance to their “place in the process” which relates to their order within the completion of normal tasks in the work process.<sup>6</sup>

### 1.2.1 Assessment Unit „Overviews“

Excel documents provide an overview of each assessment unit to be assessed. They include:

- Unit Label, e.g. LA01 = Lighting Unit A / Competence 01
- Field = e.g. Lighting
- Field of competence = numerical method to organise the competence fields 01 = Lighting
- Sub-field of competence = numerical method to organise the competence fields
- Place in the process = order of competence within the completion of normal tasks in the work process = the timeline of a production
- Level = Relationship to the EQF Level
- Enumerator = numerical method to further organise the competence
- Project ID = European project source (PACE-VET=PV)
- Assessment / Assignment Group = Relationship to the order within the assessment
- ESCO Concept URI = Link to the ESCO Uniform Resource Identifier
- ESCO title = Title of the competence as defined by ESCO

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<sup>6</sup> See: <https://tebevat.eu/wiki/>

UNIT Label	Field	Field of competence	Sub-field of competence	Place in the process	Level	Enumerator	PROJECT ID	Assessment/Assignment Group	ESCO Concept URI	ESCO Title
LA01	Lighting	01	00	20	04	10	PV	A	<a href="#">LINK</a>	Read lighting plans

**Figure 1: Detail Assessment Unit Document**

The document also provides:

- The ESCO description;
- The ESCO skills;
- The ESCO knowledge blocks;
- Autonomy / Attitude = Transversal Skills and Competences as defined by the project partners;
- An overview of the accepted assessment methods that could / or will be used within an assessment process. These would be selected by the assessors to ensure a valid assessment process.

In the second sheet: "Skills Knowledge AA" there is more detailed information and numerical identifiers to help organise the assessment process. These also help to define the "performance criteria" = concrete and measurable actions, that should be observed in assessment.

### 1.3 Content Bundling – Basic Requirements

The competence blocks that make up the assessment units must be useful in a European context. They should be transferable to local contexts and reflect universality. The assessment units have to be small enough to facilitate reliable and operable assessment processes, while at the same time describe a valid set of competence blocks that mirror typical tasks within the sector. Some competence blocks can be transferred from one unit to another, since the competences are written in an form of a "lowest common denominator". The lighting technician and the sound technician in the PACE-VET units both need to be able to "Read the documentation" and "Collect the planned equipment".



The context of technical skills and knowledge in lighting or sound and the detailed descriptions in the unit overview decide what kind of documentation and equipment is meant. As only assessors that are skilled in the sectoral competences are qualified to assess, there are no issues regarding interpretation.

### **1.3.1 Unit Titles**

The first step is the definition of the assessment unit titles. For clarity, these are based on:

- The titles of the Occupational Profiles from the Erasmus+ project “TeBeVAT”, and
- An alphabetical label.

The alphabetical label has no meaning other than to clarify and connect the specific connected competence blocks to the assessment process.

In the future, assessments centres can meet labour market needs by creating assessment units for specific tasks. This can also include “mixing” competences from the occupational profiles as needed.

## **2. Microcredential Unit “Lighting”**

### **2.1 Preparation**

Reflecting the experiences gained in the preliminary assessment procedures that took place in Bergen op Zoom in February of 2023, the project partners concentrated on creating an assessment unit that could be carried out within the parameters that would be available in May of 2024. It was agreed that the three assessment methods POR, OSE and CBI should be used for the validation process.

### **2.2 Competences**

Seven specific competences from the lighting field and four competences from the field of Health and Safety were combined to create a task including three assessment groups:

- Orientation, unloading equipment and installation
- System set-up and focus
- De-Rigging and packing

This is a typical task for a lighting technician to do for a smaller production. Most of the competences can be observed in the OSE assessment method.

It should be noted, that for a large-scale live performance event, some technicians only require fundamental Health & Safety competences and the competence “Install Lighting”. As there are hundreds or even thousands of luminaires to be mounted, technical service providers look for technicians that can fulfil very specific tasks. A candidate that can prove that he/she/they has/have a validated certification verifying that he/she/they can “Install Lighting”, has a good chance to get a job when a big tour comes to town.

### 3. Microcredential Unit “Sound”

#### 3.1 Preparation

Once again, the project partners concentrated on creating an assessment unit that could be carried out within the parameters that would be available in May of 2024. It was agreed that the three assessment methods POR, OSE and CBI should be used for the validation process.

#### 3.2 Competences

Three specific competences from the sound field, three competences from the field of Health and Safety, and one competence from The Erasmus+ Project TTT-LPT were combined to create a task including three assessment groups:

- Orientation, unloading equipment and installation
- Technical sound check
- De-Rigging and packing

This is a typical task for a sound technician to do for a smaller production. Almost all of the competences can be observed in the OSE assessment method.

It should be noted that this unit mirrors tasks that are often done for smaller business events – such as those done in hotels. This market is currently booming in Europe<sup>7</sup> and technicians are currently not always available<sup>8</sup>.

During the selection of the competences, the project partners noted that two of the ESCO competences were very similar and that the sectoral layer should be better defined. The addition of the TTT-LPT competence also illustrated that the currently available ESCO competences are not always adequate or satisfactory.

### 4. ECVET Credentials

As is stated in WP 4.1., the Council Recommendation of November 24, 2020<sup>9</sup> marked a change in the status of ECVET in the European VET landscape. Although ECVET as an initiative and as a system was terminated, the principle of “learning outcomes orientation” and “units of learning outcomes” continue to be a priority in European VET.

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<sup>7</sup> See: Website: CoStar. (2024) Group business segment shows signs of recovery at European hotels as request for proposals proliferate. <https://www.costar.com/article/688813580/group-business-segment-shows-signs-of-recovery-at-european-hotels-as-request-for-proposals-proliferate>, (accessed on October 25th 2024)

<sup>8</sup> Dounavi, Louiza-Elpida. Dermizakis., Emmanouil. Chatzistelios, Georgios. Kirytopoulos, Konstantinos. (2022). Project Management for Corporate Events: A Set of Tools to Manage Risk and Increase Quality Outcomes. Special Issue: Risk Management Trends in Project-Based Organizations. <https://www.mdpi.com/2071-1050/14/4/2009>, (accessed on October 25th 2024)

<sup>9</sup> Council of the European Union. Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience. (2020/C 417/01). (2020). [https://www.cedefop.europa.eu/files/celex\\_32020h120201\\_en\\_txt.pdf](https://www.cedefop.europa.eu/files/celex_32020h120201_en_txt.pdf), (accessed on October 25th 2024)

For this reason, the project partners did not connect the assessment processes and credentialization with the ECVET credit system.

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# Strategic Report

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BF/M-Bayreuth

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