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Foreword

TeBeVAT is a pilot study about identification, recognition, assessment and validation of informal and non-formal competences and skills for occupations within the entertainment technology industry. The TeBeVAT-Process should eventually lead to partial certification within the examination requirements and specifications of vocational training and education certificates within the EU. Ultimately, an understanding of all certifications is the long-term goal to allow transparency and the freedom of movement for workers in the EU.

The first occupational category to be addressed is occupations in the field of sound technology. The ESCO classification of European skills, competences, qualifications, and occupations categorizes these occupations under the ISCO code 3521 = broadcasting and audio-visual technicians. The following listed occupations can be considered relevant for the pilot study:

- A. instrument technician
- B. audio production technician
- C. performance rental technician
- D. sound operator
- E. sound technician
- F. sound designer
- G. stage technician

It should be noted that entertainment technology evolves at a fast pace and that the occupations and their qualifications evolve accordingly. Depending on the complexity of the job to be done, occupational boundaries often overlap or become obscure.

Further occupations within the entertainment technology sector will be included in future TeBeVAT studies. The EU project ECVAET has been used as a source to help define the occupational competences and their relationship to each other.

Scope

The focus of the project is the validation of learning results from non-formal (learning which is embedded in planned activities not explicitly designated as learning or at independent educational institutions) and informal learning (learning resulting from daily activities related to work, family or leisure). The implementation of the European Performance System (ECVET) will be used and the job profiles in the sector “event technology” respected. In the countries concerned, there are formal vocational qualifications. However, many who are career changers are employed in this labour market segment without formal vocational qualifications, although they possess comparable skills. The project researches how to diagnose non-formal and informal learning results and how these can be validated on the basis of examination regulations of the participating countries. Our prior research has shown that there are very few examples regarding validation of non-formal and informal learning.

The European Council stipulates transparency in the labour market. Especially non-formal and informal learning outcomes have to be formally recognized in a validation process. The majority of project partners have been dealing with the labour market and European transferable educational content in the field of “Event Technology” in two previous EU projects. By means of a “Competence Matrix” they managed to establish European comparability and transferability. In the labour market, there are many people entering the sector of “Event Technology” different from their educational or professional background. Although acting practically and solidly, they do not have any formal degree – with the resulting legal consequences, for example limited and restrictive insurance law and disciplinary consequences. This group of people is exemplarily fed to a validation process in all participating countries (DE, BE, UK, LI, AT). A diagnostic tool will be developed and a way of formal recognition of the learning outcomes will be identified by investigating a small group of practitioners in each country using the diagnostic tool. The results will be presented to experts from institutions of formal recognition asking them under what circumstances they are willing to recognize this formally within their vocational training legislation. At the same time, the partners investigate in their national context to what extent these results are to be recognized transnationally. This can also lead to part recognitions. Based on the partner’s profound knowledge of the profession, the processes at the labour market and the framework of the formal examination institutions, satisfactory results will be elaborated. It will be investigated how to create confidence and appreciating the practicability of validation amongst formal certifiers by using a solid diagnostic tool. The project aims to demonstrate a method, which enables a mutual recognition of non-formal and informal learning outcomes. The project team assumes that the exemplarily investigated participants can obtain a formal (partial) recognition and that overall the process of validation continues in the among experts itself. Finally, an international project presentation will be prepared in order to present the results to the guests and representatives from Europe during a conference at the University of Bayreuth. A detailed work concept on behalf of the partners and a controlled reporting of the interim results will guarantee a targeted process of the partnerships. The publication of the diagnostic tool in relevant media and the further support by the coordinator BF/M Bayreuth at the University of Bayreuth, together with long-term advice to stakeholders from other professional fields, will encourage the European Council’s recommendations and promote long-term validation.

TeBeVAT-Process

The TeBeVAT- Process is based on five-steps:

Step 1 Identification: Information, Application, Counselling, and Guidance

TeBeVAT-Institutions (trade organisations/private entities/educational institutions) provide a platform for information and application. After application, a TeBeVAT-Mentor guides the candidate through the TeBeVAT-Process. Beginning with the TeBeVAT- Intake-Interview (one of the TeBeVAT-Tools), the TeBeVAT-Mentor assists the candidate to assemble a TeBeVAT-Portfolio. The TeBeVAT-Portfolio then remains a *Life-Long Learning-Document-Tool* that the candidate can use and update as needed.

Step 2 Pre-Assessment

If a formal certification is the goal of the process and a learning or training plan is in place that specifies which competences the candidate must accomplish before moving forward to assessment and certification, the TeBeVAT-Mentor uses the TeBeVAT-Tools to evaluate the evidence provided by the candidate and to determine the necessary learning plan. Otherwise, this step can be disregarded.

Step 3 Assessment

The TeBeVAT-Assessor uses all the provided information to assess the candidate. During the process, acknowledged tools and methods of assessment may be implemented.

Finally, the TeBeVAT-Assessor prepares a document = TeBeVAT-Audit, for the validating institution and the candidate, confirming the candidate's skills and competences.

The specifications and requirements of the awarding validating bodies must be included in the TeBeVAT-Audit, as these will be necessary to issue a formal certificate, diploma or title. It is an attest that a set of learning outcomes (knowledge, knowhow, skills and/or competences) acquired by an individual have been assessed against a predefined standard.

Appeals Process:

Should the candidate disagree with the assessment in the TeBeVAT-Audit, an appeals process allows for a re-evaluation, beginning with Step 1.

Throughout the first three steps, a quality assurance program in accordance with recognised EU quality standards. This guarantees that the process promotes common trust and transparency.

Step 4 Validation

The validation of the TeBeVAT-Audit will be dependent on the awarding body's requirements and specifications. The Validator must be appointed or recognized by the awarding body and be familiar with the TeBeVAT-Process.

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During the validation process, further requirements on the candidate regarding required courses or practical experience necessary to acquire knowledge or competences leading to certification will be determined and communicated to the candidate.

Step 5 Certification

The fifth step: Certification, can only be done by the awarding bodies in each partner country.

During the TeBeVAT-Process, the following principles apply:

- ▶ the entire process is candidate-oriented,
- ▶ the recognition structure corresponds to the candidate's potential competences,
- ▶ the process is supported by evidence, and
- ▶ ESCO-profiles and cross referencing with the results of the Erasmus+ ECVÆT projects are taken into consideration.

Within the pilot project of TeBeVAT, only steps 1 to 3 are described at this point.

Step 1 Identification: Information, Application, Counselling, and Guidance

The candidate is given the opportunity to access information and the TeBeVAT-Process is explained. This can be done either in person at participating trade associations, private entities, or educational institutions, or through information provided by brochures or through a website. A TeBeVAT-Mentor is assigned to the candidate, who supports the candidate with the application process. The Mentor should have the following credentials:

- ▶ Expertise in the field (in theory and praxis)
- ▶ In-depth knowledge of the TeBeVAT-Tools

The TeBeVAT-Tools include the TeBeVAT-Intake-Interview, TeBeVAT-Portfolio, TeBeVAT-Compass and TeBeVAT-Glossary

- ▶ In-depth knowledge of the recognition, assessment and validation process
- ▶ Be understanding, open and fair in respect to the candidate's application
- ▶ An understanding of the importance of the protection of personal data as defined in the EU General Data Protection regulation and knowing in detail the rights of data subjects and the obligations of those who process and determine the processing of personal data.

The TeBeVAT-Mentor is an advocate for the candidate.

The following should be submitted with the application and could also be part of the portfolio process:

- ▶ A detailed C.V. including industry experience,
- ▶ Existing school certificates or diplomas, or proof of formal qualification(s), and
- ▶ Any information regarding other competences such as languages, other non-industry qualifications, including "soft skills".

The Mentor then helps the candidate prepare the TeBeVAT-Portfolio prior to the candidate's assessment using the information provided with the application. The information, counselling and application process should enable the candidate to prepare for the next step in the recognition process. Should online or in-person counselling take place during the application process, a transcript of the counselling session must be made for reference.

Notes for the TeBeVAT-Mentor and Candidates

If possible, all work samples and evidence items should be documented. Many forms of media documentation can be used but must be provided in formats that can be accessed by the TeBeVAT-Mentor, -Assessors, and -Validators:

- Text Processing: PDF
Spreadsheets: MS Excel/Mac Numbers (only when software functions are required)
Images: JPEG/TIF

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Audio: MP3/WAV
Video: H.264 + MP3 (MP4)/WMV/QuickTime
Links: websites and media should be accessible with common browser software and plug-ins, making sure online documentation is available 7/24/365

On request, disclosure agreements regarding individual points can be warranted.

TeBeVAT Guidance

In the guidance towards the assessment, the candidate needs to get insight in his competences in relation to the profile of standard used for the assessment. This helps to find out the candidate's weak and strong points and to find out if the candidate has a realistic chance to pass the assessment. The guidance can result in advice to work on specific competences, to go for assessment or even to reorientation towards other assessments.

Different steps in the guidance process

- ▶ Information
- ▶ Intake Interview
- ▶ Support the self-evaluation
- ▶ Support the gathering of proof
- ▶ Support the development of the TeBeVAT-Portfolio
- ▶ Guidance in using the TeBeVAT-Compass
- ▶ Advice for the next steps
- ▶ Feedback after each step

Function of the TeBeVAT-Mentor

A Mentor supports and guides a candidate using the TeBeVAT-Tools to reach his/her goals in preparing the assessment of previous learning towards a (part of a) qualification.

This means the Mentor will help and support the candidate, but it is the candidate that develops insights in his/her skills, gathers information, ... The result is owned by the candidate.

The training and education of the Mentor is based on the competence profile.

A TeBeVAT-Mentor will:

- ▶ Give information
- ▶ Guide
- ▶ Mentor
- ▶ Give feedback of the quality of the proof
- ▶ Give advice

To be able to fulfil this task, the TeBeVAT-Mentor needs to:

- ▶ Have expertise in the field (of the candidate)
- ▶ Have in-depth knowledge about the targeted qualifications

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- ▶ Have in-depth understanding of the different guidance and Mentoring tools available
- ▶ Have in-depth understanding of the code of conduct and the underlying ethical principles
- ▶ Have in-depth knowledge of assessment and validation principles and processes
- ▶ Have in-depth knowledge of training and education possibilities
- ▶ Be competent in guidance, Mentoring and advising techniques

A TeBeVAT-Mentor will have an attitude of:

- ▶ Understanding
- ▶ Open minded
- ▶ Objective
- ▶ Fair
- ▶ Professional
- ▶ Facilitating

A TeBeVAT-Mentor

- ▶ Is not a social worker or mediator
- ▶ Does not solve the candidate's problems
- ▶ Does not prepare the evidence for the candidate

TeBeVAT-Tools

The TeBeVAT-Tools provide the candidate and TeBeVAT-Mentor components to prepare evidence items in respect to the TeBeVAT-Process.

TeBeVAT-Information folder

A candidate has the right to all information he needs to prepare his assessment in a relaxed way. Being assessed is a stressful and scary situation anyway. An extensive information folder, explaining how the guidance is organized, what competences are measured, how the procedure works, what to expect in testing, who the assessors are, ... helps in relaxing the candidate and getting a better assessment.

TeBeVAT-Intake Interview

The purpose of the intake interview is to get to know the candidate and to get a good idea of his or her work context, field(s) of specialisation, competence levels and motivation. The outcome should provide a basis regarding the potential to continue with the procedure.

At this stage, it is not yet certain what the right path is for the candidate, so the results of this interview may be different:

- ▶ The candidate continues the process and prepares validation of the competences
- ▶ The candidate needs further learning before continuing the process
- ▶ There is a need discovered for career change, the candidate realises that this is not the right direction

Methodology

The interview starts as a semi structured interview, but follows some logical steps. It starts open to get insight into the candidate's life, learning, hobby's, etc. After this, a criterion based interview based on STARR methodology is used to go more in depth on specific activities. In the conclusion phase, we define, together with the candidate, the potential and further steps. The reason for this stepped / focussed interview structure is two-folded:

To get an open and relaxed conversation, we need to use a language and a framework that the candidate is familiar with. By putting the questions in the order and structure of a "daily life" conversation, the candidate will be more open than if we ask questions from a "competence -technical" point of view.

People like to talk about some aspects of their job that are sensational, fascinating etc.. They don't talk (or forget to talk) about things that seem evident, but essential for their job. Candidates tend to lose the tread in their story, without structure, you could end up talking about their favourite artists or their hobbies.

The need for steering and focussing the interview seems obvious, but the mentor should leave enough freedom to the candidate to tell the story to unveil hidden competence or motivation. This is a fragile balance that needs to be monitored.

Depending on the procedure, the candidate can already have done a first self-evaluation or the candidate can do this after the interview, having gained a better insight in his/her competences. In case the self-evaluation, this is done before the interview, it can be used as a check at the end of the interview, before the matrix and conclusion steps.

The interview has six steps (we exclude here formal steps like administration or signing of papers). The steps are:

A) Present yourself

The idea behind asking the candidate to present him/her self is to get a holistic view on the person. A person is more than a set of competences. We want to have a global view on who the candidate is.

In this phase, the candidate is asked about

- ▶ his/her work history
- ▶ his/her life,
- ▶ learning experiences
- ▶ hobbies

The questions can be rather general, but support the later steps.

B) Why do you want to validate?

There can be a lot of different reasons why a person wants to validate his competences. Depending on these reasons, the following steps can change.

- ▶ If for example, someone only wants to confirm for him/herself that they are capable doing this job, to build confidence, for reasons of self-esteem, than the identifying / recognising phase maybe is enough.

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- ▶ If a candidate want to let the competences recognised for professional reasons or for further learning, the assessment part should be taken in account.

C) A day in the life of ...

Ask the candidate to pick an average day in his working life and describe it from "leaving home" to "returning home"

This will give you an overview of the tasks / work phases the candidate would perform, without explicitly asking.

Check if this day is representative for the entire occupational profile / job role. Typical for technical theatre and entertainment technology is the fact, that depending on the production phase we are in, we have different roles. During preparation, we will work in workshops, during rehearsals on stage, during performance in the control booth, during a touring production in other spaces, etc. It is also possible that someone has different roles or even tasks depending on the production.

If needed, the process should be repeated to get a good image of the different roles / facets / elements the candidate masters.

D) Pick one element, one activity, one phase

The mentor picks one activity from the day in the life of the candidate. (For example, mounting sound equipment). Now the interview deepens and focusses on this specific activity. We try to figure out the level of competence within this activity.

Questions can be:

- ▶ Limits of the activity, where is the competence limit?
- ▶ Responsibility (alone, under supervision, steering others,...)
- ▶ Place within the group (Looks for independence)
- ▶ Where / how did you learn this
- ▶ How important is this in your job / how much of the time does it take
- ▶ Example of where it went wrong (this looks for problem solving capacity)

If needed extra questions can be used if the full scale of the competence does not become visible. These questions focus on handling in exceptional circumstances:

- ▶ Imagine that ... happens
- ▶ Imagine your boss asks ...

If needed questions can be deepened to get more exact information. You can focus on Weakest competence

E) Matrix

In this step, we try to round up the most important competences and figure out whether the candidate also wants to continue in this direction. This is important to discuss further steps.

The methodology is based on a SWAT analysis. We give the candidate an empty quadrant and ask to fill competences he/she feel strongest and weakest, we also ask to give five ones he hates and loves.

Strongest Competence	Weakest Competence
Love It	Hate It

This should focus the talk to what the candidate is good in, but also to what he wants. It is possible someone is very good in something, but doesn't want to do this the rest of his/her life.

F) Conclusion

Based on the information above, the mentor should get a good idea of the candidate's potential to proceed. In the last phase, the different options can be discussed and a conclusion about the next steps can be taken together with the candidate.

TeBeVAT-Portfolio

In the guidance towards the assessment, the candidate needs to get insight in his competences in relation to the profile of standard used for the assessment. This helps to find out the candidate's weak and strong points and to find out if the candidate has a realistic chance to pass the assessment. The guidance can result in advice to work on specific competences, to go for assessment or even to reorientation towards other assessments.

Self-assessment

Self-assessment tools are a great help to structure the insight into one's own competences. Ideally, they are structured in the same way as the profile and reflect the measuring criteria that will be used in assessment. The candidate can score his own competence based on these measuring criteria on a scale from "never done" to: "I am uncertain" towards: "I am able to", and a fourth measuring sentence which stands for "I am more than able to". This motivates candidates.

Further, the four levels can be made more concrete for each specific competence. This helps candidates understand the exact of the competence.

In the TeBeVAT-Portfolio, competences are assessed using sentences. The four measuring sentences mean:

- ▶ Never done (no idea)
- ▶ I am uncertain (working on it)
- ▶ I am able to (I have the skill)
- ▶ I am more than able to. (more than needed)

The structured portfolio is a document, organized by competence, showing proof of the different competences of a candidate. It gives the possibility for a candidate to connect activities he has performed in his working (or private) life to the competence required for a certification. In the case of the competence "fit up and rig sound on stage", the candidate could add that he has been working as a sound technician for several years and one of the daily activities was fitting up and rigging sound on stage. As proof, he could add his contract and function description.

The portfolio is also used during the assessment. The final evaluation of the validity of the given proof is up to the TeBeVAT-Assessor evaluating the portfolio. At the same time, the candidate needs to be helped to understand what proof is valid when making the portfolio.

TeBeVAT-Compass

The TeBeVAT-Compass is an online Database that includes the TeBeVAT-Glossary with definitions and concepts regarding the TeBeVAT-Process, VET, and occupations within Entertainment Technology. It also includes the ECVÆT/ESCO Matchup-Matrix, which is based on the research results of the Erasmus + ECVÆT 2 project. Candidates and TeBeVAT-Mentors can use the TeBeVAT-Compass in correlation with the TeBeVAT-Portfolio. This facilitates the preparation of evidence items in a form that is congruent with the TeBeVAT-Process.

In the case that the Identification step includes a competences and skills scan which generates a template of units and credits required for a certification, the TeBeVAT-Mentor should prepare this information.

Step 2 Pre-Assessment

This step is only necessary when:

- ▶ A formal certification is the goal of the process
- ▶ Learning or Training Plans to accomplish certification are in place (unit or credit system).

Step 3 Assessment

The TeBeVAT-Assessor reviews all the evidence items provided by the candidate. After evaluation, the TeBeVAT-Assessor can use any number of assessment procedures and methods to test the quality and integrity of the evidence items and verify them. At the end of the assessment step, a recommendation for a validation of the recognized competences and skills is sent to the institution responsible for validation. The institution can/may also be the awarding body. Presently, there is no consensus in regards to this within the group. Therefore, the TeBeVAT-Validation Plan will vary from country to country, depending on the competences and skills requirements that lead to certification.

Generally, validation of evidence items will result – at the most – in recognition of no more than some of the requirements in respect to competences and skills needed for certification. The assessment process must be closely aligned with the validation and certification process. The competences and skills must mirror the learning outcomes achieved through formal education and training.

The assessment procedure describes in detail the path the candidate must take to prove the skills he/she wants to get certified. It includes, next to a detailed scenario of the assessment

activity, all the measures taken for an objective, independent, professional, fair and non-discriminating course of the activity. In other words, it gives the guarantee that whoever is tested, wherever and by a random assessor, the result will be the same.

Notes for the TeBeVAT-Assessor

Assessors need a double set of skills. They need Sector (professional) skills as well as assessment skills. This means they need to be experienced practitioners in the field of the assessed profile and they need to be trained in assessment.

Training

The assessment training should include

- ▶ A good understanding of the procedures
- ▶ A good understanding of the different types of assessment and the pro's and con's.
- ▶ Depending on the types of assessment they need to perform
 - Observation skills
 - Traps for objectivity (personality, bias, interpretation, Halo, Horn, comparing, ...)
 - Interview techniques
 - Feedback techniques

Code of conduct (applies to Mentor and Institution)

The ethical and moral duties of a TeBeVAT-Assessor are stated in a code of conduct. In this way, there is a clear agreement towards the candidate and the certifying body. It clarifies the expectations concerning:

- ▶ Professionalism
- ▶ Independence towards the candidate
- ▶ Discretion
- ▶ Objectivity
- ▶ Nondiscrimination

To be able to assess someone, we need a detailed description of what we need to assess. In most cases this will be an agreed profile (professional profile, job profile, ...) This profile states exactly what competences are expected from the candidate. Ideally the profile is detailed enough to know, without any interpretation, what needs be assessed. In reality most profiles are written too open and some interpretation is needed.

In some countries, a standard is derived from the profile. This standard is a detailed description of the competences that must be measured. These competences can (seem to) be less than the competences of the profile. The standard will only contain competences to be measured to be sure the profile is met. For example, in lighting, the profile will state that a professional lighting technician needs to be able to focus all spotlights, while the standard will only ask for focusing a profile spot. The reason for this is that we know that if a candidate is able to focus a profile spot, he will be able to focus all other spots too.

The standard will also describe in detail what methods and measuring criteria are used, the environment that is needed, the equipment used, etc.

The TeBeVAT-Compass (an online database) should be used to evaluate the competences proven by the assessment.

Skill based

Assessment is always based on skill. The candidate must prove/show that he is skilled. The assessor must observe or assess without interference or questioning. The assessor marks against a predefined list what skills he has observed or recognized (Yes), what skills he has not seen or been provided (NO) and which skills could not be observed or documented (not seen). Great care needs to be taken to avoid measuring other skills than foreseen in the skill profile. For example, written tests will advantage people that express themselves well on paper, role plays will also test assertively and oral expression. If these elements are not part of the skills, they should be neutralized.

Knowledge

For most competences, the knowledge is underpinning. In other words, if you measure the skill in a correct way, you know the candidate has also the required knowledge. So there is no need to measure the knowledge in the tests.

In exceptional cases, it can be useful to test also the knowledge. This can be the case if knowledge is needed independently from a skill, or if the testing method can't prove the available knowledge.

Objective

The assessment should only measure what is in the skills descriptions that are certified. It should not take in account other elements noticed during the test. The assessment should be designed in a way that it is repeatable with the same result.

To increase the objectiveness each skill is measured twice in two different situations and by two assessors. This gives 4 measuring points and avoids lucky shots or errors.

To avoid drifting of the assessment over time, the ideal situation is that combinations of assessors change permanently. In this way, the differences are leveled out and assessors stay fresh.

In some cases, objectivity cannot be reached. This is specifically the case in the assessment of artistic skills. In these cases, inter-subjectivity will be used. This involves an assessment with more assessors that independently assess and discuss afterwards towards a consensus.

Stress

In general, it is good to avoid stressful situations in assessment. We don't measure stress, we measure the ability to perform in a normal situation.

Independent

Independency of the assessment against education programs must be guaranteed. There should be no difference for a candidate that is self-educated and one from an education program. This means that preferred methods can only be valued if they are accepted as preferred in the sector. If a candidate uses another method with a similar result, he/she also proves his/her skills.

Independency of the candidate against the assessor must also be guaranteed. There can be no (previous) relation between candidate and assessor. This counts for work relations, private relations and especially educational relations. (In the latter case the assessor would assess his own work as an educator).

Professional

The candidate has the right to professional assessment. This means, amongst others, well trained assessors (see further) and well equipped assessment centers.

Non-discriminating

All elements of gender (M-F-X), religion, origin, training, appearance, etc. ... should be neutralized in the assessment. This asks a great awareness of the assessors towards (unconscious) discrimination mechanisms.

Fair

The test procedures should be fair. Every candidate has an equal chance to pass.

Information

All information on the procedures is public to ensure the same opportunities for all candidates. This also improves the trustworthiness of the certificate towards the sector. (Confidential information, like detailed questions or test set-ups, is kept secret for all)

Ownership of the candidate

The candidate “owns” his assessment. This means he owns all documents concerning the tests, but he is also entitled to stop a procedure when he wants to.

The ownership also implies a strict confidentiality. No information about the candidate’s performance or results should be seen by others than the ones that are essential for the assessment (and complaint) process without the candidate’s agreement. The rights of data subjects and the obligations of those who process and determine the processing of personal data should be strictly observed.

Assessment Procedures

Assessment can be done using different types of tools and methods. The choice of the method depends on what is to be measured and how the most objective result can be obtained within the limitations of a testing set-up. The most common recognized assessment methods are:

- ▶ **Observation on site:** The candidate is observed in a real-life situation. This method is used for skills that can be shown on the work space. The advantage is that this is the closed to reality. The disadvantage is that the testing set-up is not fully under control. (For example, you can't foresee the content and technical needs of a play.)
- ▶ **Observation in a simulated environment:** The candidate is observed in a simulated situation. This method is used for skills that can be shown on the work space. The advantage is that all factors are under control. The disadvantage is that it is less a real-life situation. (For example, it doesn't take in account the stress caused by audience.)
- ▶ **Practical ability:** Evidence must be provided of the candidate **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence may be assessed by direct observation of performance and must consist of at least two of the following:
 - annotated photographs
 - detailed witness statements
 - video (with narration or written log)
 - learner log/evaluation
 - peer observation report

N.B.: Where photographs/videos are used, each individual learner must clearly be identified.

- ▶ **Role play:** This method is used to assess inter-human or artistic skills. The candidate is placed in a situation with an actor as counterpart. The actor steers the situation, based on a predefined scenario, passing specific realistic situations. Observation is done based on a checklist.
- ▶ **Post box exercise:** this method is used for skills that result in a written or drawn result. The candidate gets an assignment on paper and gets time to prepare the written result. The result is checked with a checklist. Examples or results are a personnel planning, a light plot, an Email, ... The advantage is a high certainty of competence, compared with assessing prior work. For more artistic skills, this can be combined with a role play or an interview.
- ▶ **Written test (multiple choice):** is used to check knowledge, but is only limited useful to test skills. Good tests are difficult to develop and there is a chance for gambling. This is only useful if knowledge can't be tested by observing skills. The advantage is it's easy and fast and doesn't need specialized assessors.
- ▶ **Written test (open answers):** is used to check knowledge or situational interpretation. The disadvantage is that it checks more the skill to express yourself on paper than it checks the real ability to perform in real life. It proves you know how to act, but not that you are able to act. Answers are checked against a checklist, but need interpretation of skilled assessors.
- ▶ **Criterion based interview** is based on an interviewing technique that concentrates on past experience. By asking concrete questions about a specific situation in someone's previous career, it gives an insight in the competence. The method needs highly skilled assessors. It is useful as extra tool to assess skills that are not observed (in positive nor

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negative way) It can also be used for situations that can't be simulated, like an accident, audience panic or fire.

Sources

Mentor/TeBeVAT-Tools/Assessment

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AIM Awards: Technical Theatre / How we Quality Assure; Version 3 (author): GRM

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TeBeVAT-Tools/Illustration: TeBeVAT-Process

VPLT · Randell Greenlee/Maike Schachlitz

Quality Assurance:

European Guidelines for Validating Non-Formal and Informal Learning

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